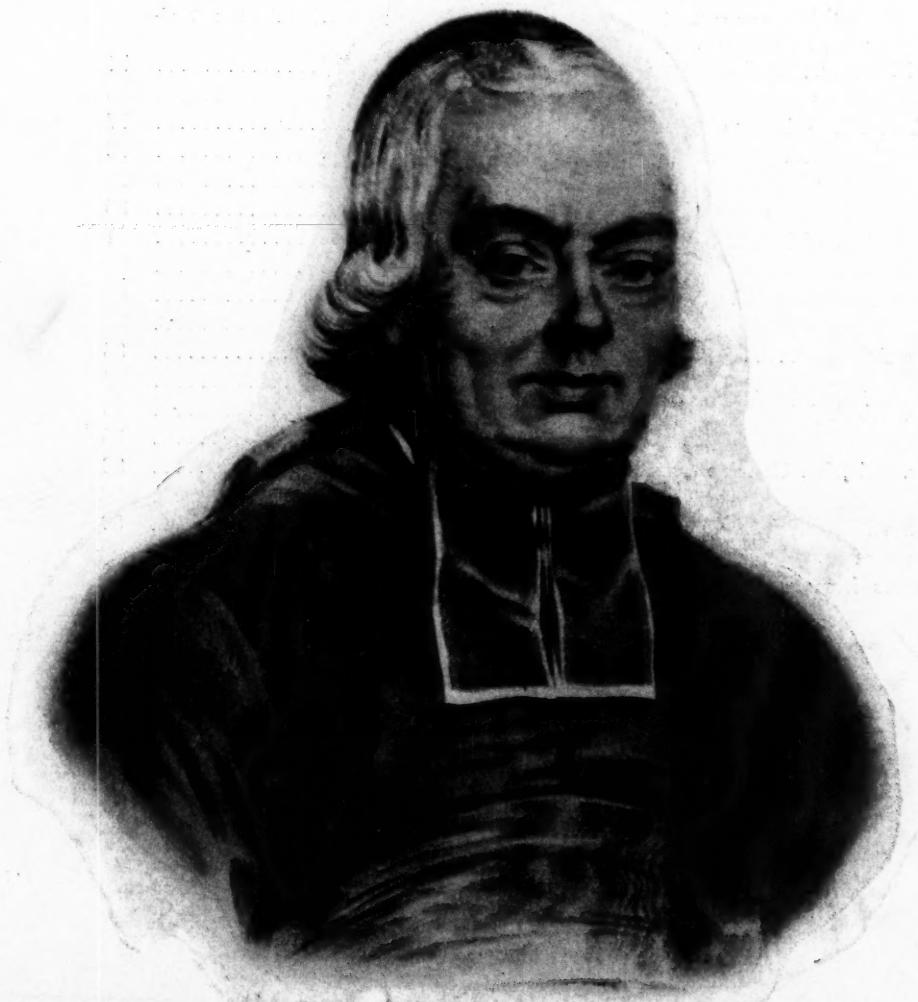


The SILENT WORKER

November 1925

25 Cents the Copy



The Abbe De L'Epee, born November 24, 1712.

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The Silent Worker

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Volume 38, No. 2

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REPLICA OF THE GALLAUDET STATUE, RECENTLY UNVEILED AT HARTFORD, CONN.

HARTFORD

Presentation and Unveiling of the Gallaudet Statue by the National Association of the Deaf and the Second Biennial Reunion of the American School Alumni Association at the American School for the Deaf, West Hartford, Conn., September 5, 6, 7, 1925

By J. A. SULLIVAN

IN THE NAME of the National Association of the Deaf, I now formally present the statue to the Board of Directors of this school for its safe keeping. For a long time it has been our pleasant duty to try to collect money for the deaf people in nearly every state in the Union and now we all rejoice that the statue has at last assumed a concrete form. For many people will come to gaze with love and reverence on the lifelikeness of Thomas Hopkins Gallaudet, the man whose self sacrificing work in establishing the first school for the deaf in this country, has during the last three generations been the means of stimulating and encouraging their hopes, ambitions and aspirations in any field of endeavor." Such are the words President Roberts spoke from his heart in a language so eloquent interpreting exactly the feelings of the many people present. Then the crowd went out and witnessed the unveiling of the statue while the rain came down in torrents. A moving picture of the scene was taken and then the most important event that had ever taken place at the school in many years was over.

Saturday morning, September 5, the day dawned fair and clear. By ten o'clock a number of automobiles had come in. A big crowd was expected on the noon trains from New York and Boston, so all who could get in their friends' automobiles or brave a long walk to the trolley line nearly a mile away journeyed to the station where they gathered on the platform to await the arrival of President Roberts and Dr. Fox. As expected, a large crowd arrived from New York, but Dr. Fox was nowhere to be seen. Some one suggested that he was probably riding in the locomotive with the engineer. A train from Springfield soon rolled in and when Roberts alighted, he found no one waiting for him. Quite bewildered to be alone in a strange city, he allowed a porter to gather up his bags and to escort him to a taxi and was taken to Hotel Bond only a block away. The committee searched everywhere and succeeded in discovering Dr. Fox. Then all hurried him to the hotel and were greatly surprised to find Roberts loitering in the lobby. Soon both Roberts and Dr. Fox were escorted to the second floor where a luncheon was to be served. There were present the prominent men largely influential in raising the money for the statue—Prof. H. Drake, John O'Rourke, Michael Lepides, Roy Stewart, who was to have charge of the moving picture arrangements, and with Mr. and Mrs. Moore and A. B. Meacham as guests. About forty men and women who had a place on the different committees and those who accepted the invitation to join, made up the merry party. After dessert was served, few speeches, mostly of a welcome nature were made and then there was an acknowledging of compliments showered in one's direction.

The Alumni business meeting was scheduled to start at two o'clock sharp in the school auditorium, but when the time came President Lepides's shrewd and calculating eye fell on the numerous empty chairs and he decid-

ed that the Alumni were prolonging their hilarious reunion too long, so he sent messengers to round them up. The messengers had to coax and plead with both the grayhaired and the younger alumni to postpone their reunion until the meeting was over, and to see these messengers trying to steer them up the stairs to the auditorium reminded one very much of cattle being driven back into the fence from where they had escaped. After Rev. Bryant had delivered the invocation, an interesting address of welcome was spoken by Principal Wheeler, who assured everyone that they were as welcome as the flowers of May. Prof. H. A. Perkins, President of the Board of Directors, welcomed the Alumni and stressed upon them the importance of education. Then followed, in order, a response by A. B. Meacham, President Lepides's address, the report of the Treasurer, addresses by Dr. Fox, Prof. H. Drake, Mr. O'Rourke and F. A. Moore.

As the reunion was not a gathering of the Alumni for business only, the Committee on Arrangements had cleverly planned an elaborate program for the entertainment of all. At eight o'clock that evening the doors of the school auditorium were flung wide open and immediately a crowd of men, women and children and soon every chair was occupied. There were many enterprising young men who perched on the window sills and on the radiators. The entrance was soon very thick with people standing up and to successfully attempt to pass thru was hailed as a heroic feat. The committee, out to entertain the guests royally and to go broke if necessary, had imported professional entertainers from New York City, such as a magician, a clown, a baton-twirler and two dancers, who gave a clever imitation of an apache dance, thus giving us a glimpse of the gay life of Paris. The baton twirler really made a big hit. When the lights were put out, he could be seen twirling a blazing torch in a way that was fascinating. A clever actor, evidently a Hebrew, fooled us completely with his tricks. If there is anything that pleases us the most in the way of acting it is the clever manipulation of tricks that fool the eye. He had a number of vests on his back and each time he was going to perform a new act, he would take one vest off and all had different writings on the back, Chinese, Hebrew, Russian and Greek. From the flushed cheeks, shining eyes and wide smiles, every one was evidently enjoying themselves that evening and applauded the actors vigorously. The actors must have been nearly knocked off their feet by that kind of applause and they must have agreed among themselves that if there is any body of men and women who can shake the rafters of the roof by handclapping it is a deaf audience.

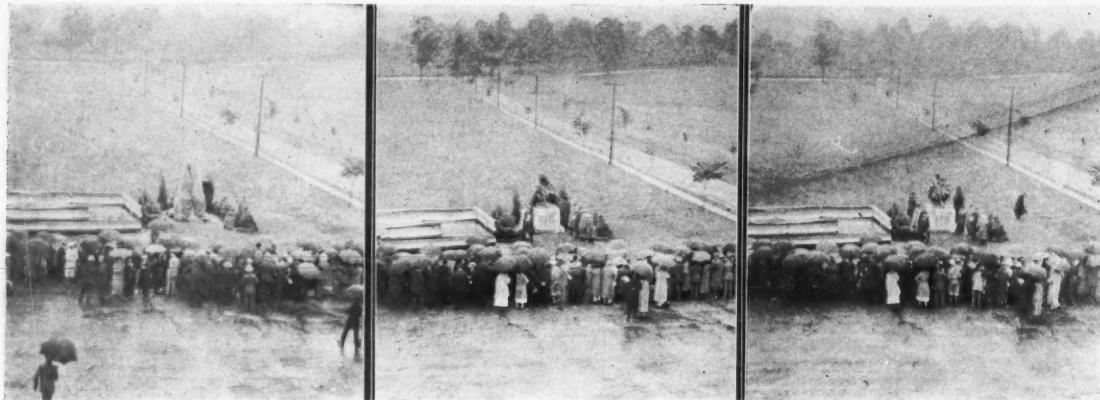
The performance in the auditorium over, all were invited to the gymnasium back of the school building, where a big ball was to take place. The interior was lavishly decorated with red, white and blue deckings along the balcony railings. In the middle of the floor



Visitors at the Second Biennial Reunion of the A. S. D. Alumni Association and N. A. D. Gallaudet Alumni, West Hartford, Conn., September 6, 1925

surrounded by pots of palms, was an orchestra to entertain us with sweet music, whether we could hear it or not. Soon the floor was crowded with those who came to dance and with those who came just to look and admire the beauty and rhythm of the dancing. At the start of the music the dancers swang into action, gliding along the smooth floor. There were pretty girls everywhere. One young man remarked, "Why

is it that the pretty girls show up only at big social affairs like this?" Another one, after dancing with several girls, was lifted to the heights of ecstasy by the sweet smell of perfumes fairly reeled in a fit of delirium and said, "I can feel the roses, violets and lilies of the valley growing all over me." Up on the balcony were a crowd looking on and enjoying themselves just the same. Every time the orchestra paused for a few



Unveiling of the Gallaudet Statue Replica on the School Grounds. Photo taken from School attic by Clarnece Baldwin

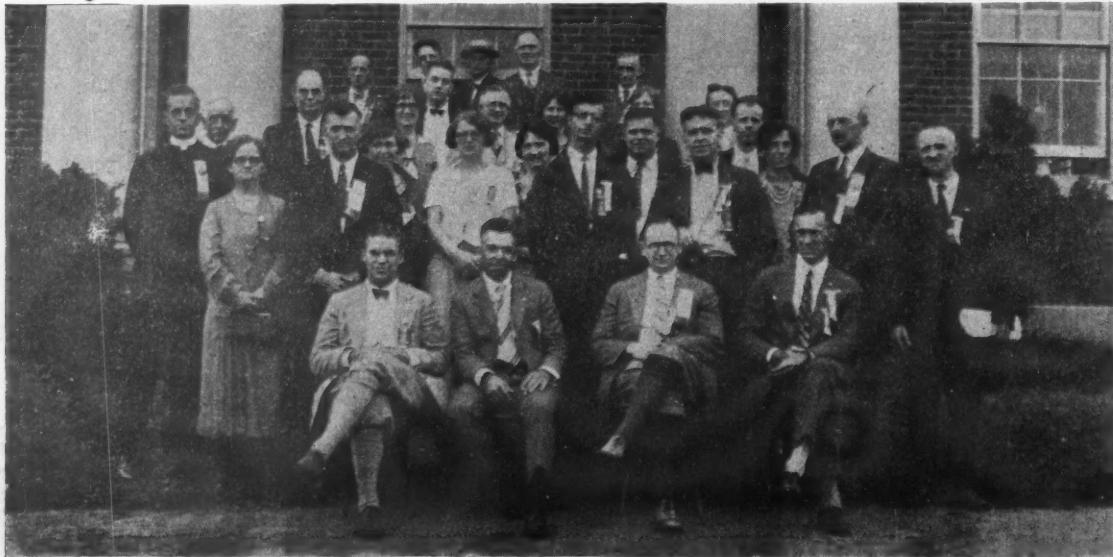
minutes to give the musicians a chance to recover their breath, the young men would gallantly escort their partners to a table in a corner where punch was served. Every one was having a great time that evening. When the clock struck twelve, the committee had a hard time trying to persuade the crowd to leave, for so a fine time they were having that they were tempted to linger a little longer.

Sunday morning at nine o'clock, in the auditorium, a mass was served by Rev. Father Cavanaugh, Chaplain of the Catholic deaf of Connecticut. During the service he took occasion to mention Rev. Gallaudet's noble work for us all. At ten o'clock in the same place, Rev. Stanley Light of Boston conducted services for the Protestant deaf and he also spoke about Rev. Gallaudet. Both services were largely attended.

Before the clock had struck the noon hour that day, the crowd had increased by leaps and bounds. Many who were unable to get off Saturday noon to be there in time for the opening exercises took the early morning trains. There were some who had made the journey by auto all night. They came from all parts of New England, as far as the rocky shores of Maine, the green

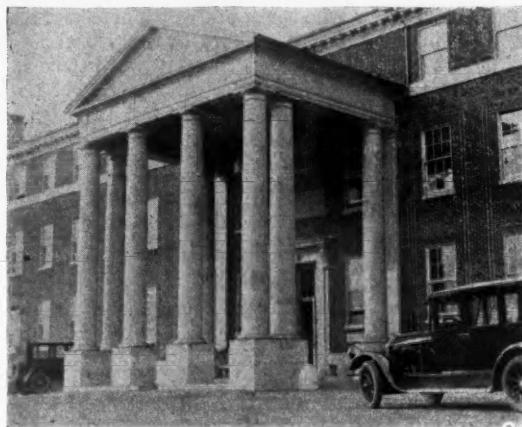
hills of Vermont, the sardine factories of Dorchester and the shoe towns of Brockton and Lynn. Even the "Big Guns" of New York blessed with the names of Kenner, Frankenheim, Kane, Souweine, Friedwald, Berman, Schatzkin, Morris, and the lesser lights, graced the school grounds with their presence. They emptied all their New York jokes, but when they went back to the town of Gotham their suitcases were full of Connecticut jokes. Even those who were educated at the pure-oral schools in Massachusetts, who usually learn the sign language with lightning rapidity as soon as they realize it is their divine right as well as a blessing, came by scores to mingle with those they were not acquainted but were, nevertheless, linked by a common strong bond—their deafness. They were speedily given a warm welcome and soon felt at home.

A survey of the front grounds showed that there were nearly twenty-five automobiles parked. Their label plates showed they had come as far north as Maine and New Hampshire and as far south as New Jersey, which is strong evidence that the deaf can really drive well. There were no strangers to stop on their way and stare at the crowd of men and women with waving arms and



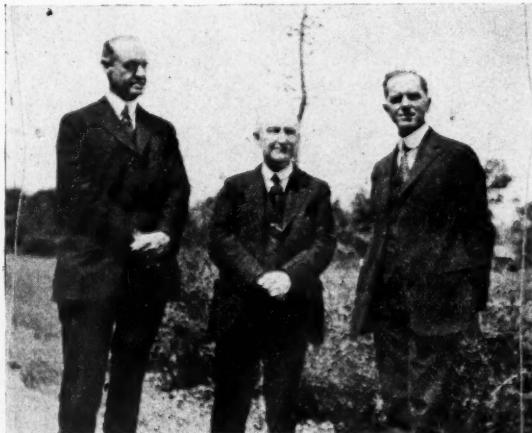
Sitting—Alumni Executive Board. Standing—Active and Honorary Members of N. A. D. and Alumni Local Committee on Arrangements.

twirling fingers, for the school is situated nearly a mile away from the end of the trolley line and far back of the main road, in a country where pretty flowers spring up everywhere, where fresh air can be had for the ask-



Main Entrance of the Hartford School. The Replica Statue directly faces this entrance.

ing and where beautiful scenery abounds. Those who had rooms in the hotels in the city of Hartford nearly four miles away had large buses ready for them, which were provided by the trolley company. Those who preferred to remain at the school were charged a dollar a night for a bed, fifty cents for each breakfast and luncheon and seventy-five cents for a hearty dinner. To see them all together over the grounds, in the halls, in the reception rooms and in the library, conversing in a language of their own would give a stranger the impression that they are living in an ideal world of their own. Everywhere they radiated good cheer, good will



*The Gallaudet Statue Replica Committee.
Left to right—John O'Rourke, Thomas F. Fox,
Chairman; Harley D. Drake, Treasurer.
Through whose untiring efforts the beautiful
Replica was made possible.*

and good fellowship! When it was time to retire, they usually went to bed tired but happy.

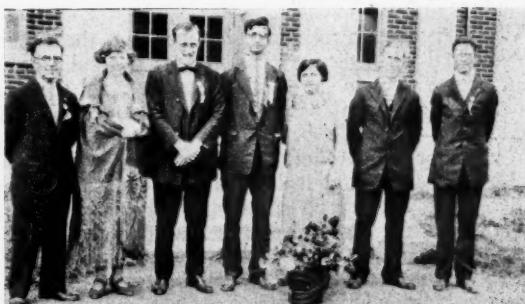
The most important event on the program for Sunday afternoon was a pilgrimage to Rev. T. H. Gallaudet's grave in Cedar Hill Cemetery. About two o'clock a long procession of automobiles and buses went on their way out of the school grounds thru the stately

residences of West Hartford, on thru the center of the city of Hartford with its tall insurance buildings and then finally arrived at the cemetery. Under a shady tree all then grouped in a circle around the Gallaudet family plot. Rev. Bryant of the Cavalry Baptist Church, Washington, D. C., made a touching address touching the part of Rev. Gallaudet's life as devoted to



*Left to right—Mr. Darmody, Miss Terry,
Miss McBeath, Mrs. Washburn, all of the
Hartford School. Their ever ready assistance
enabled everybody to enjoy the stay all the more.*

the deaf. Then President Roberts placed a wreath of gladiolus on his grave. Then followed in order Milton Silverman, President of the Hartford Division No. 7 and Mr. Capelle of the Manhattan Division. A similar wreath was also placed on the grave of Rev. Gallaudet's beloved wife Sophia. All then moved to the marble slab of Edward Miner Gallaudet where Rev. Bryant, with much feeling, spoke of the many years he had been associated with him on the faculty of Gallaudet College, and that it was from him he received his first inspiration to devote his life to the ministry. Prof. H. Drake, in behalf of the Gallaudet College Alumni Association of which he is the president, then placed a wreath on his grave. After that all got into automobiles

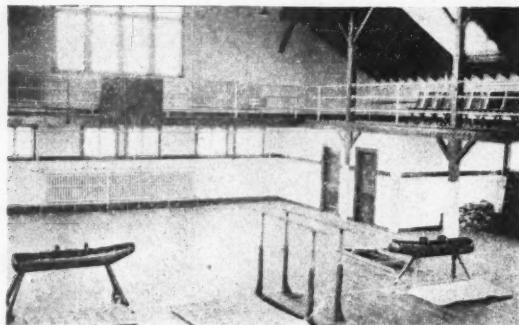


*Class of 1917, American School for the Deaf,
West Hartford, Conn., at Reunion over Labor
Day. Left to right—Nathan Zietz, Meriden,
Conn.; Mrs. John D. Moran, Bloomfield,
Conn.; Clarence Baldwin, Brooklyn, N. Y.;
Michael Hamra, New Haven, Conn.; Frank
Strout, Canaan, Maine. Only one, Morris
Oorman, Cleveland, Ohio, is missing, to make
class complete.*

THE SILENT WORKER

and buses and slowly wended their way out of the cemetery. Thus, in a simple and impressive manner, they all had paid a quiet and touching tribute to the memory of Rev. T. H. Gallaudet, to his wife Sophia and to his esteemed son Edward Miner Gallaudet.

An outdoor movie was to be given that evening back

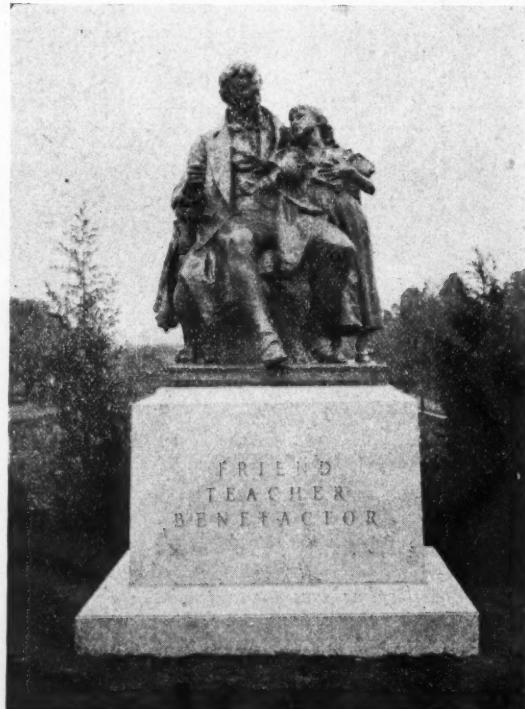


The new "Gym" of the Hartford School in which the Ball was held.

of the school building, but as it was too damp it was decided to give the show in the auditorium. It was soon packed full and for the late arrivals there was standing room only. The moving picture shown was a very good one. The committee in an effort to give only the best it could get, had borrowed it from a leading theatre in town. Then stereopticon pictures of the Gallaudet family, former principals, teachers and officers of the Old Hartford school, were shown and revived memories among the elder alumni. It had been planned to hold an elaborate lawn fete outdoors. The committee had worked hard to stretch a long line of different colored electric lights from one building to another, but as they were not used that evening, all the hard work and time spent in fixing them up had gone for naught. Soon an announcement was made that refreshments would be served via the bread line and in a few minutes the line was a mass of swaying men, women and children waiting their turn with a stoical patience to be handed a plate of ice-cream with a piece of angel cake, a couple of lady fingers and chocolate candy. The crush was so great that a New Yorker caught in the jam remarked to his neighbor, "Why, I thought I left the subway crowd behind me in New York!"

When everyone awoke Monday morning, their countenances fell when they saw a dull gray sky and a heavy rain. Some went to the windows and scanned the skies hoping for a sign of a break, but it was very cloudy everywhere. A little before halfpast ten, the time scheduled for the opening ceremonies, Dr. Fox went out under the portico and looked up at the sky for a few minutes but received no encouragement for a clearing, so he announced that the exercises would take place in the auditorium. Pretty soon it was packed on all sides. Those who lived in hotels four miles away were present. They had come by autos, trolley cars and even some walked in the driving rain with only an umbrella for a protection. Rain or no rain, they all were determined to be present at the exercises to pay their homage to Rev. Gallaudet. The last two days were in the hands of the Alumni Association of the school, but it was now an exclusive N. A. D. day. Seated on the platform were Dr. Fox, President Roberts, Prof. Perkins, Principal Wheeler, Dr. Ely, who made a hurried trip from his summer home in East River, Conn., to take Dr. Hall's place, Prof. H. Drake, Michael Lapidus, John O'Rourke,

A. B. Meacham, Fred Moore, Rev. Cavanaugh, Rev. Light, Misses Eleanor Sherman and Florence Lewis. One by one advanced to the rostrum and in a clear and impressive manner they delivered their addresses, Mr. Clarke interpreting for the benefit of Prof. Perkins and Principal Wheeler who spoke orally. There was scarcely a stir in the audience. Every one was bending forward with strained eyes to catch every word spoken. It was a tense moment when President Roberts got up and facing Prof. Perkins and Mr. Wheeler, "In the name of the National Association of the Deaf I now formally present the statue —." Then in the name of the school and with thanks of gratitude the statue was accepted with much feeling. Then Dr. Fox got up and delivered his oration, a masterpiece, so scholarly, so forcefully delivered and so forcefully impressive! Then Miss Florence Lewis came forward and signed the poem "Gallaudet" very beautifully. In the end Rev. Cavanaugh pronounced benediction and then the exercises were all over. Slowly the crowd filed out deeply impressed by the solemnness of the occasion. All who had raincoats or umbrellas then repaired to the statue to witness the unveiling. It was raining in torrents while a moving picture man got his machine ready. When the signal was given, Miss Sherman, a great granddaughter of Rev. Gallaudet and Miss Sparhawk, a granddaughter of the Alice Cogswell family, took hold of the strings and then gently and gracefully the statue was unveiled. And everyone was thrilled at the sight of that beautiful statue. Looking back the writer saw many people standing haltless in the portico, and many faces appeared at the windows everywhere. Nearly eight hundred people had witnessed a spectacle they will never forget. Many stood gazing at the statue silently and then reluctantly went back to the building. More moving pictures of the statue and the crowd around it was taken. A wreath of flowers, placed at the foot of



Front view of the Replica of Gallaudet statue as it now looks on the grounds of the Hartford School

the statue before the unveiling, now became dripping wet. To the right was the platform decorated with U. S. flags, all dripping wet. That platform was originally to be the place where the speakers were to deliver their addresses. Now it had become a pathetic thing, all soaked and deserted. The majority of the people, satisfied that they had witnessed the unveiling, were now getting into autos and buses and were soon departing for their homes.

At dawn the sun arose in its morning glory. Its rays were sweeping lightly over the glittering bronze figures of Rev. Gallaudet and Alice Cogswell. Several young people venturing out early came to the statue to admire its beauty. Looking at it intently, as if inspired by a surging emotion in their souls they exclaimed, "I feel as if they are really alive, these figures are so realistic!" As the morning advanced the rays of the sun flooded all over the statue making it more resplendent in its majestic grandeur. Before the sun had gone down, nearly all had departed, leaving the statue alone with a wreath of flowers at its base, honored and unveiled in a way that was very compelling.

Addresses Delivered at The Alumni Business Meeting

ADDRESS OF WELCOME BY PRINCIPAL F. R. WHEELER

Three years ago it was my privilege to welcome here the members of the American School Alumni Association and the members of the New England Gallaudet Association.

At that time we felt very proud of our new buildings and were very glad to have so many of our graduates and the graduates of the other schools inspect them. I enjoyed the conventions at that time very much. I met a large number of the older graduates who had been pupils of the School before I became principal.

I am certainly delighted to meet many of my old friends here again today and also to greet a large number of graduates of the other schools for the deaf. This meeting of the Alumni Association, however, is much more important than was the meeting of three years ago, as we have with us today representatives of the National Association of the Deaf. I welcome them to our midst and congratulate them upon the success which has crowned their efforts.

On Monday, the statue erected to the memory of Gallaudet will be unveiled.

Great credit is due those who have so faithfully labored during the past decade in raising the necessary funds.

PROF. PERKINS' ADDRESS

Ladies and Gentlemen:

What I have to say to you this afternoon concerns education. It is a subject I am profoundly interested in as an educator myself, and which deeply concerns us all as friends, alumni or teachers of the American School for the Deaf.

For the purpose of my brief discussion, I am going to divide the scope of education into three parts. That part which is concerned with the unfolding of the mental life, that which trains us as social beings, and that which awakens and regulates our emotional natures. These three aspects of living may be shown to constitute all of life. The intellectual side includes our general knowledge necessary for existence in a civilized community, the special knowledge we use in our several occupations, and those interests and resources of the mind that make life really worth living. The social side includes all the activities we share with others, our sports, the

care of the body as a part of our adaptation to social living, our moral and religious life in so far as it bears on our relations with our fellow men, and our civic obligations as members of an organized society. The emotional side includes the expression and satisfaction of the artistic and creative impulses as exhibited in art and music, the deep seated feelings we call love or affection which are the basis of all religion.

Every one concerned with educating the young must consider all of these aspects of the vital problem he is trying to solve, and though he may devote more time to the first as pre-eminently his job as a teacher, still he should recognize that it is no more important than the other two. It does not take much carbon mixed with iron to make steel, but without it, it is not steel, so one ingredient is as important as the other even if present in a smaller quantity. So a person whose development is only intellectual and social, without any outlet for his emotional nature becomes hard, dry and repressed, unlovable and unhappy. One who lacks the social ingredient in his life becomes a dreamer or recluse and quite ineffectual as a member of the community. While he who lacks the mental training and resources that our schools and colleges offer him can never go far in any calling, and his inner life is devoid of the resource of those intellectual interests that characterize the educated man or woman.

If you agree with me that education must consider these three aspects of its mission as of equal importance in producing a well rounded human being, let us see how the educator should proceed with the normal child, and how this procedure should be modified in the case of the deaf.

The programme of training for the mental life is so standardized today that, as far as the ordinary schools go, there is little to discuss regarding content, though method offers many disputed questions. I have not the time or necessary knowledge to enter upon so large a discussion, but wish to call attention to one phase of the content problem that is not always clear, and which applies to hearing and deaf children alike. I refer to the wholly different mental qualities needed for the study of the different branches. The subjects we teach were never created equal any more than human beings are born equal. Some subjects are hard, some easy. Some demand more of memory, others less. Some need reasoning power, others not at all. Some are descriptive and concrete, others are abstract. Since this is so, and since we find all sorts of minds among our pupils, it is obvious that no two children will find all the subjects taught equally easy or difficult, or equally dull or entertaining, and it seems to me therefore absurd to allow the child to decide what he will study until he has mastered at least the elements of those branches which form the foundation of the structure of modern learning. Then he may choose along the path of interest and natural ability, but not before. Mathematics, for instance, and the elements of science, are often something of a bugbear in the beginning because they deal with more or less abstract ideas, but even a very concrete minded boy or girl needs such a training in the processes of reasoning, and if they do not get it when young, the great world of scientific achievement will be forever closed to them. The languages, on the other hand, and history demand a good memory rather than the reasoning faculty, they are therefore easier for most persons, but the student with a poor memory needs such subjects just as much as the one who can memorize a declension or an historical date at a glance, and the exercise of the power of concentration needed to offset a poor memory is invaluable.

All this applies to deaf and hearing children alike, but in the case of the deaf, the difficulty presented in acquiring language is enormously enhanced by his infirmity. Shall we say,

then, let us yield to his natural taste and ability and confine our instruction to arithmetic, geography and science? Not at all. If any theory is correct, just because language is hard, it should be the more emphasized, and I cannot say too much concerning the importance of developing a love of reading in the deaf. When we consider what a wonderful resource are books in our leisure hours, in sickness and in age, how much of our education all through life is derived from books, seems self evident that the ability to read, and read with pleasure, is the most vital and fundamental part of our schooling, and if it is so vital to the hearing person, how much more so to the deaf who is more or less cut off from some other channels of education open to those who hear. The companionship of a good book is even more valuable to the deaf than to the hearing, and the pleasures so derived can and should in a large measure compensate him for what he loses of companionship in other ways.

In spite of all this it is very difficult to get our deaf children to read, and I appeal to you, alumni, to do all you can by encouragement and example and to you, teachers, to use any means in your power, to stimulate in our pupils the love of books.

In the second aspect of education I have touched upon, the training for the social life, there is much to be said which applies to both the hearing and the deaf. Our extra-curriculum activities, our societies, our boy and girl scouts, our Y. M. C. A. and Y. W. C. A. and our School or College Chapel, all play their part in this phase of development. All are important, though it is unfortunately only too easy to exaggerate the importance of some of them, especially organized athletics as distinguished from purely recreational sport. I am an ardent advocate of sports as character building, body building and pleasure giving, but to achieve their best results they must be thought of as recreation, and not as a grim business, a life and death affair. The true sportsman plays to win, but not with the professional's spirit which makes victory more important than the game itself. A similar danger lurks in most of the other activities which should be undertaken for pleasure and social experience, but which are often made into the most exacting tasks with all the joy left out. There is enough that is exacting in the class-room without introducing that spirit into the home of freedom. The deaf are perhaps less prone than others to the excess I have mentioned but much is still to be done in developing their sports and activities in a way to give them their full share of training for team work, the spirit of the sportsman who can win without boasting and lose without whining, and the upbuilding of a fine physique.

In this connection I wish to emphasize the great importance of the "supervisor" who is really responsible for the way the pupil spends his or her free time. The possibilities of the supervisor's post are limitless, and in many respects more far reaching than the teacher's. A supervisor of personal magnetism and resourcefulness could do anything he or she liked with a group of young people in stimulating wholesome interests and enthusiasms, and in training, the social consciousness so necessary in any community. I wish we might come to regard the supervisor as another kind of teacher whose equipment should combine, if possible, a real love of boys and girls, enthusiasm for games, keen interest in nature, and familiarity with books calculated to stimulate a taste for reading. Such a person is hard to find, but when found we should bind him to us with "hooks of steel," and we should make every supervisor realize the tremendous possibilities and importance of his position.

I have not yet mentioned what is perhaps the most vital

part of the social training of the deaf, the art of communication with his fellow men. Here there are two avenues, the language of signs, and articulate speech. The former is practically confined to intercourse with other deaf persons, while the latter, more difficult of accomplishment, is necessary for general intercourse. Here at the Hartford School, we regard both as valuable. The sign language is a natural and quite easily acquired means of expression, and among the deaf is almost certain to remain the favored one indefinitely. Even in so emphatically an oral school as that founded by the Abbe de l'Epee in Paris, the pupils use signs exclusively when at play, a concession on the part of the authorities to so natural an impulse. But I feel that lip reading and articulation can now be taught so successfully that in the case of intelligent children it is evidence of unpardonable neglect if they are not able to converse without signs. Just because we permit the use of the sign language, use it in certain classes of backward children, and find it indispensable in addressing large gatherings such as this, is no excuse for not achieving just as good results with the oral method as they do in schools where signs are not supposed to be used. In fact, we ought to aim at doing better work in this field if there is any justice in our contention that the more avenues of approach we can use with a pupil, the more we awaken his intelligence.

Finally I come to the emotional life, the life of the spirit in its inner and deeper levels, where the craving for love and beauty dwells. All of us need training of our emotions. They should be stimulated and regulated if they are not to be starved on the one hand, or overwhelmed us on the other. To this end young people need education in self expression whether through art or dancing or some form of dramatic exercise, all of which should be simultaneous with the cultivation of the more spiritual side of their nature as expressed in religion. Music, of course, exerts one of the strongest of emotional appeals to our souls and to be cut off from it and from the other aesthetic pleasures of hearing constitutes perhaps the greatest loss the deaf have to bear, but fortunately this can be largely compensated through the joys of color and form in painting and sculpture, and through rhythmic motion and dramatic expression in dancing pantomime. Artistic sign making is a powerful means of self expression, and in its most dramatic form becomes a pantomime more vivid than any produced on the regular stage. To achieve these various outlets for our deaf charges, I believe whole heartedly in classes in painting and design, interpretive dancing and all rhythmic and graceful motion, and in the cultivation of the pantomimic art whether through signs or in acting that kind of play where the spoken word is actually a detriment, as it would have been in "The Miracle," or in our own charming presentation of "Snow White" in this school a year ago.

We must have a religion. Not even the most confirmed skeptic is without one, and whether for the deaf or hearing, instruction in a faith that gives depth and meaning to life is so necessary that we take it as our obvious duty. But just because it is so generally accepted, we are inclined to attend to that side of our educational system in a perfunctory manner, and I can only express the hope that some of the deeply spiritual insight and splendid faith of our founder might so permeate this school that our alumni would stand pre-eminent as men and women to whom God is an ever present reality.

In this brief outline of some of the aspects of education, that seem peculiarly of interest to our school, I have not touched upon the very important phase of vocational training which calls both for intellectual and social development. It is a vital part of all education though often not learned in

any academic institution, but in the larger school of the world. Every one, rich or poor, should be able to earn his own living by some useful occupation, and no school for the deaf can ignore the importance of this need of fitting its charges to meet their lives as useful productive citizens. We have developed here instruction in several such branches, though much is left to be done in this direction, and I hope for the time when there will be a sufficient variety of trades taught here so that every pupil may find an especial field suited to his or her peculiar taste and ability.

In closing let me assure you that as alumni of our school you are in a position to do much to help us realize some of the unrealized ideals I have touched upon, and strengthen us in those only partly achieved. The alumni of any educational institution are a great force in its life, and you are no exception. Our pupils look to you as examples and seek your advice, our teachers want your sympathy and appreciation, and our directors ask your co-operation and support in the great work we all have so much at heart.

PRESIDENT LAPIDES' ADDRESS

Never before has there been such an occasion like this—Our Alumni Association has the unique distinction of being connected with such a solemn and dignified event as the unveiling of the Gallaudet Monument replica under the auspices of the National Association of the Deaf. We owe this high privilege to the members of the N. A. D. Statue Replica Fund Committee and to the N. A. D. President, who, acting for the whole membership of the N. A. D., are honoring our Alma Mater with their presence and are to honor the school still further by their coming participation in the Unveiling ceremonies. We are most grateful to them for all this; and our gratitude recalls with peculiar significance the fact that the N. A. D. is the champion of the rights of all the deaf in this country and especially of those of us who are the products of the first permanent school for the deaf, otherwise known all over the world as "OLD HARTFORD."

This address is to deal with the aims, policies, accomplishments, finished or unfinished, and hopes of our administration since the first biennial reunion in 1922. To understand those things more intelligently, let us take a look of retrospect at the conditions before 1922. At that time, there were plenty of evidence that there was no spirit of co-operation between different sections of the Alumni throughout New England, which served to hamper in a great measure the usefulness of our Association. Fortunately for ourselves, important matters were settled at the last reunion in 1922, in such a manner that gave rise to the re-birth of good-will and mutual co-operation.

In the N. E. G. A. convention-Alumni Reunion issue of the *New Era* of October 26th, 1922, I wrote among other things as follows: "Our accomplishments in 1925 will prove whether the re-birth of mutual co-operation is only an illusion or not. Time will answer this question."

The time has finally come to answer this question. And it is now my endeavor to answer it the best I can—hence this address. Whether this has been answered favorably or unfavorably, I leave to your own judgment.

The "answer" has covered a considerable range of activities of the Alumni during the last three years—the Alumni Gymnasium Fund, the Alumni "Chip" Fund, co-operation with the N. E. G. A. in the matter of the "Old Home" Building Fund, and legislative work.

GYMNASIUM FUND

The initial drive for that fund was engineered by Mr. J. Bouchard, chairman of the Fund at the time of the N. E. G. A. Convention-Alumni Reunion in 1922, which netted over \$150.00. The Board of Directors of our school was also

engaged in raising money sufficient for the purpose of erecting a new gymnasium and of grading the athletic field. In fact, the Board and the Alumni went into the work at about the same time. We raised over \$700.00, while the Board collected about \$40,000. The new gymnasium was finally dedicated with proper ceremonies last spring. The money that the Alumni obtained was voted to go to what is known as the Alumni Equipment Fund, the administration thereof being under Principal F. R. Wheeler and Chairman J. Bouchard. Mr. Bouchard is to give a detailed report of this whole business, which merits your close consideration. I personally know the many discouragements of Chairman Bouchard and his committee. The fact that they finally surmounted them is worthy of mention; and I am sure that I reflect the sentiment of the Association when I say that he and his committee deserve the most sincere thanks of its members.

CO-OPERATION WITH THE N. E. G. A.

The Alumni has turned over to the Old Home, first thru the Ladies' Auxiliary of the Old Home and then thru the N. E. G. A. the sum of about \$750.00 belonging to the Alumni Welfare Fund in accordance with the mandate at the last reunion.

Mr. A. B. Meacham, President of the N. E. G. A. which is, by the way, the oldest association of the deaf in the U. S., has been most helpful to the Alumni during the last several years and has taken at all times an intense interest in our activities and has been instrumental in giving many valuable ideas and suggestions to us. Being the leading alumnus in and around Boston, he took the lead in his home territory in furthering the cause of the Gym. Fund, the "Chip" Fund, and others. I publicly extend the thanks of the Association to him.

The Alumni, through the representation of Mr. E. C. Luther on the N. E. G. A. "Co-operating Committee" on the "Old Home" Building Fund, helped raise a moderate amount of money in this state for that fund. It is my belief that the deaf of this state should look upon the "Old Home" Fund in the same way that the hearing citizens regard the "Community Chest" nowadays. In this way, we could co-operate in an effective manner with the N. E. G. A. and the Ladies' Auxiliary and the Board of Trustees of the House.

THE ALUMNI "CHIP" FUND

Do you know how it started? When Professor Drake, treasurer of the Monument Replica Fund Committee, suggested that chips of the old monument be sold at so much per, we promptly took the idea up. I had felt at that time the deaf of Connecticut had not contributed to the Replica Fund in proportion to "our capacity to pay," especially in view of the fact that we come from this school which Rev. T. H. Gallaudet founded, which founding is to be commemorated forever by the replica. Mr. J. A. Sullivan was appointed chairman of the "chip" fund. As a result of two national drives done by circularizing, and also of the numerous affairs and contributions in this state and in other parts of New England, Boston in particular, Chairman Sullivan was enabled to go over the top eventually, in spite of apparent indifference met with at the start. For his part in helping swell the Replica Fund, Mr. Sullivan, chairman, has the deserved thanks of the Alumni. He will give his report, which will show that he turned all the proceeds to Treasurer Drake. The total "chip" fund amounted to about \$800.00.

LEGISLATIVE ACTIVITIES

Our work along that line comprised three things—(1) opposition to the appropriation of \$225,000 by the other school for the deaf in this state for the erection of a new dormitory; (2) to have both schools for the deaf in Connecticut placed under the State Board of Education instead of under the Department of Public Welfare as is the case; and (3) the suggestion for a survey into conditions surrounding deaf-mute education.

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in the state, with a view to determining the feasibility of a merger of the two schools, so that the American School for the Deaf would be the only public residential school for the deaf in this state. The other school got \$125,000 instead of the requested \$225,000; the State Board of Education Idea is looked upon favorably by the Educational Commission, which is not however, sympathetic to the merger idea. The Commission is expected to report to the General Assembly in 1927; and it is hoped that the State Board of Education principle will go through at that time.

I do not deem it necessary to go fully into the reasons for taking our positions in those various legislative matters, as I, as chairman of the Legislative Committee, am to give a report later.

I cannot let this occasion go by without mentioning the very helpful co-operation rendered to the Alumni by President Roberts of the N. A. D., who wrote the Educational Commission in support of the principle of placing the schools under the State Board of Education and of the Merger idea. I desire to express on behalf of our Association our appreciation of his aid and moral support in that matter.

The important accomplishments, whether completed or uncompleted, have been mentioned; but we do not rest on that. It is just as desirable to set forth our declaration of belief in certain matters, based on the wisdom of accumulated experience and the logic of irreducible facts. The methods of teaching deaf children naturally fit in under this head.

METHODS OF INSTRUCTION

Our Alumni Association believes whole-heartedly in the Combined System of teaching the deaf. We uphold it because it is for the greatest good of the greatest number. We are interested in its perpetuation because it effects our daily lives in a most direct and intimate manner. We regard it as a natural, God-given gift—the sign-language and finger-spelling in particular.

The chief trouble with most of the pure-oralists, who are not directly affected by the workings of the Combined System and therefore consciously or unconsciously misread, misinterpret or ignore its beneficent results over a long span of generations, is that their interest in the problems of the deaf is on a bread-and-butter basis.

TWO BROAD PHASES OF THE COMBINED SYSTEM

An analysis of that system indicates at least two broad phases—(1)—the principle of the adaptation of the method to the child in classrooms based on the governing test of continued mental improvements (2)—the encouragement of a healthy wholesome outlet of emotions outside of classrooms, both in the plays and pleasures of childhood and in post-classwork, intellectual and spiritual development, such as lectures, sermons, religious services, tableaus, literary and debating programs, social encouragement of the psychological factors involved therein, being best brought about by means of the sign-language and finger-spelling.

PURE ORALISM CHARGED WITH THREE CRIMES

Does pure oralism believe in the principle of the adaptation of the method to the child in classrooms? Does it foster the psychological elements in school-life outside of classrooms in the right way?

Pure Oralism is charged with three definite, clear-cut crimes against the educational and psychological interests of the deaf child as follows:

(1)—It inhumanely rejects any deaf child adjudged to be incapable of satisfactory progress under the single, exclusive oral method.

(2)—It persistently attempts to teach along the same line a certain number of the least proficient pupils usually found in any school who may have shown, after a reasonable period of years of experimental effort under pure-oral method of

instruction, a lack of mental development proportionate to the time and labor spent on them with the same method, at which point the pure-oral work is now stressed at the expense of continued growth of the mind.

(3)—It subjects the pupils to the excessive strain of trying to speak and read lips with one another outside of classes without the instruction of oral teachers given in classrooms only, thus depriving them of the healthy, wholesome psychological reactions in the recreations of childhood and in conversational contacts, and stunting their development of post-classwork knowledge, such as obtained from the platform during lectures, sermons, religious services, literary programs, and so on; and consequently thoughtlessly deprives them on leaving school of their means of communication with their fellow-deaf like the sign-language and finger-spelling, which is absolutely necessary to enable them to take their full part in after-life in all kinds of personal contacts, such as social affairs, conventions, reunions, business meetings, fraternal conclaves, lectures, religious services, conversations, conferences, and co-operative work of all sorts.

In other words, pure-oralism is subject to the charges that it is too inflexible; that it is not for the greatest number; that it ignores the maxim that every deaf child, however low in intelligence, is entitled to the best elementary education possible; that it brushes away the consideration of psychological factors in school-life outside of classrooms, which are just as much necessary to the full enjoyment of life as the educational side, the social side, the economic side, and the spiritual side; and that it overlooks the relation of the principle of the co-existence of steady mental improvement with that of the adaptation of the method to the child.

THE SO-CALLED PURE ORAL ATMOSPHERE

Pure-oralists always point out with pride to the pure-oral atmosphere at their schools. Now let us examine this oft-repeated claim. First, we shall grant the purity of the oral atmosphere in classrooms. Secondly, we deny the truth that the atmosphere outside the classrooms at pure-oral schools is pure and shall demonstrate that it is, instead, "impure."

Now let us assume, generally speaking, that at so-called pure oral schools, the 24 hours of the daily school-life of the average deaf child consist of, say, 5 hours of pure-oral instruction in classrooms under the eyes of pure-oral teachers, eight or nine hours of sleep, and 10 or 11 hours of post-classwork hours distributed to meal times, study periods, recreation hours, trade instruction periods, conversational contacts, lectures, sermons, literary programs, and so on—the far greater part of those post-classwork hours without pure-oral instruction by pure-oral teachers. Of course, there are supervisors, but they are not regarded as pure-oral teachers.

Please get this straight—the five hours in classrooms are spent under the guidance of pure-oral teachers, in other words, it is the pure-oral atmosphere in such classes—and then the ten hours spent outside of such classes are not under the guidance of pure-oral teachers, perhaps with certain exceptions, but it is the principle of continuity that we have in mind. In short, there are five hours of continuous pure-oral work in classes in the eyes of pure-oral teachers as against the practically continuous non-guidance of pure-oral teachers during the ten hours outside of classes.

It is, of course, assumed that the pupils are to speak or read lips, or at least attempt to with each other and their superiors, at all hours, day in and day out, week in and week out, month in and month out, season in and season out, year in and year out—all this to be kept up for a number of years until they leave school.

Let us further assume for argument's sake that they, on the average, make 100% progress in classes under the instruction of their pure-oral teachers—that is, 100% progress in five hours of pure-oral work daily over a reasonable period of time.

Now balance that five hours against the daily ten hours outside of classes, remembering at the same time that the pure-oral teachers do not guide the oral attempts of the pupils during those ten hours with one another.

Does it necessarily follow that the pupils gain improvement in their speech and lipreading capabilities in proportion to the time represented by the daily ten hours of post-classwork? Does it necessarily follow that such gain in improvement during the daily ten-hour period would be about twice as much as the gain in improvement during the daily five-hour period? In seeking to answer those questions, it must be borne in mind that there is the element of instruction of pure-oral teachers in classrooms and no such element outside of classes.

If we answer them favorably, we might just as well concede that the teachers could be done away with, on the ground that the pupils could progress with speech and lip-reading in classes without the teachers, the same as they do without them outside of classes. Of course, that sort of answer is perfectly absurd and ridiculous. Such being the case, the alternative answer is bound to be unfavorable.

If that logic of facts admit of no other answer than the negative one, the corollary is that the atmosphere outside of classes is not as pure as that in classes, orally speaking; and, to that extent, the so-called pure-oral atmosphere outside of classes is a misnomer; and should be termed the "impure-oral" atmosphere.

Thus it can be discerned that the conditions peculiar to the so-called pure-oral environment outside of classes come under the category of the third crime charged against pure-oralism.

SEE WHAT MR. J. D. WRIGHT SAYS

In his book on "What the mother of a deaf child ought to know," Mr. John D. Wright, Principal of Wright Oral School—a private school in New York City—advises against any mother's having her deaf child educated in the schools for hearing children or securing a private tutor for the child. His reasons therefor are that this would be, to quote him, "very unsatisfactory and even dangerous for if persisted in it results in wholly inadequate progress, uneven development, bad speech, irretrievable loss of time and often in a complete nervous breakdown—this may not come for some years, but the nervous system, once undermined by the excessive strain of trying to keep up under impossible conditions, can never be fully repaired—the child would be more or less excluded from plays and pleasures of childhood."

How can he reconcile this pretty strong advice in which we most heartily concur with his well-known advocacy of pure-oralism?

Let us check up the above quotations.

Could the conditions of "wholly inadequate progress, uneven development, irretrievable loss of time, excessive strain of trying to keep up under impossible conditions" not be also applied to those least proficient pupil who have been taught under the exclusive oral method so long that their mental improvement no longer keep apace with the time and labor spent on them? Would such conditions not be then under the category of the second crime charged against pure-oralism above?

Could his statement that "the child would be more or less excluded from plays and pleasures of childhood" not be also applied to the pupils at pure-oral schools by reason of their deprivation of the use of finger-spelling and the sign-language during recreational hours, at least in the psychological sense? Would such conditions not then come under the third crime charged above against pure-oralism?

Would the supposed good effects of the so-called pure oral environment outside of classes when the pupils are constantly seeking to speak and read lips with each other during those daily ten hours with no pure-oral teachers around to correct their mistakes not be contradicted by Mr. Wright's claim (and the right claim, too) of "wholly inadequate progress,

uneven development, bad speech, irretrievable loss of time?" In other words, that quotation exposes the fallacy of that so-called pure-oral atmosphere outside of classes and confirms the truth of its "impure-oral" environment.

The combined system, having oralism as one of its essentials, encourages the acquisition of speech and lipreading by the pupils to their utmost, consistent with continuous mental development. This does not result in "irretrievable loss of time," because where the child fails to show satisfactorily proportionate mental growth, that system explores the realm of its methods, picking out that best suited to the child and thus avoiding the rejection of pupils common in pure-oralism.

The combined system, having oralism and the sign-language among its essentials, thus enables pupils on leaving school to take their full part in after-life with their fellow deaf in all kinds of personal contacts individually and collectively and at the same time enables those who can to use speech and lip-reading to the extent of their ability, which naturally varies, with their hearing relatives and friends and such others as may understand them.

SUMMING UP

Our direct, intimate knowledge of the effects of the Combined System in our own lives leads us to conclude that the combined system is for the greatest good of the greatest number in the following respects:

- (1)—It is flexible in that it wisely and humanely adapts the method to the child, and not the child to the method;
- (2)—Its flexibility renders any one of its component methods to become the predominating method which may vary from time to time according to conditions at schools for the deaf;
- (3)—It is psychologically necessary to the full, wholesome enjoyment of the recreational and cultural sides of life;
- (4)—It is intellectually indispensable in that the test of continued mental improvement governs the adaptation of any particular method to any particular child;
- (5)—The sign-language is religiously requisite to the full benefit of spiritual comfort from sermons, church-work services and scriptural readings;
- (6)—It is conversationally stimulating, especially among the deaf themselves; and is socially unsuccessful at lectures, conventions, entertainments, and all sorts of gatherings of the deaf;
- (7)—The benefits enumerated above do not detract in the least from the value of speech and lip-reading used by those proficient in the same; and to those who are not so skilled, the other beneficial effects of the combined system constitute "life, liberty, and the pursuit of happiness."

EXPRESSIONS OF APPRECIATION

Let me pause for a moment. I would like to call your attention to the fact that Prof. H. A. Perkins, President of the Board of Directors of our school, has at all times shown an evidence of his great interest in the betterments of our Alma Mater. The best illustration of this is the successful culmination of the Gymnasium Fund under his leadership, aided by sub-committees from the board. A further proof of that is the sight of the new gymnasium building—a boon to the athletic pupils here. Nor is this all. We also have a graded athletic field. To merely witness first the gymnasium and then the field and then both at the same time is to gratify our aesthetic taste. Prof. Perkins and his fellow directors cannot be too heartily congratulated. In my correspondence with him concerning Alumni matters, I have found him to be most courteous, and very helpful.

Principal Frank R. Wheeler has been on the job here for about twelve years. During his administration, the printing

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trade was added to other trades; a linotype machine was installed; there is an increasing number of deaf printers and operators who had learned their trade here; an entirely new school plant was erected on this site for about \$800,000; a new gymnasium was built; the athletic field was graded; he has been most influential in having a goodly number of the graduates represent the A. S. D. at Gallaudet College; and has been striving to lift the high standard of this school notch by notch. Speaking of the increasing enrollment of our graduates at Gallaudet College, I should say that they are very fortunate to have been encouraged by Principal Wheeler, for I could still remember that in my time I never got an iota of encouragement. Please overlook this personal vein in which I am speaking, because I want to emphasize the great changes that have been going on here toward better things, which the Board of Directors and the Principal have done so much to foster.

There was a sad day in the annals of this school when Mr. John E. Crane, a teacher of unsurpassed ability for over 44 years, died sometime ago. His works will always stay with us. His superb mastery of the sign-language always evoked admiration and stimulated great interest in what he had to say on the part of the little and older pupils. If he had never lived his life here, it is a question whether this school would have been as it is now, in the front rank of supporters of the combined system. A fitting testimonial of respect and reverence was paid to his memory during the memorial services held after his death. His name is forever to be linked with the history of the S. A. D.

The President of the N. A. D. and the members of the N. A. D. Replica Fund Committee are our guests at this time. We, the Alumni, could visualize the loyal, painstaking, and often uphill work in raising the necessary funds for the purpose; and therefore the success of the Committee is all the sweeter. Those committee members have been working on that object for twelve years or so. Could you recall any other N. A. D. committee of a similar tenure of office? Their own reward is in their own conscience—the profound satisfaction of having done a thing well. The Alumni desire to express their great appreciation to you, N. A. D. representatives, for permitting them to have a humble part in the furtherance of the Replica Fund.

I want to mention some persons who had much to do with the success of an affair held in New Haven, Conn., for the benefit of the Replica Fund—which netted nearly \$200. They are Messrs. Morgan, Marchessi, Klopfer, and Rockwell.

The Alumni still remember the valuable service of Mr. E. P. Clarke as our interpreter at a certain legislative hearing at the Capitol in 1923, for which he is thanked most sincerely.

The following persons put forth strenuous efforts toward the success of the program of events arranged for your entertainment—Messrs. O'Rourke Morgan, R. Butler, Klopfer, Bonvouloir, Bonham, Jarvis, Harma, Durians, Rockwell, Meacham, G. Marshall, Worcester, Meier, Zietz, and Miss Atkinson.

Throughout my administration, I have had the loyal support and the utmost co-operation from the members of our Executive Board, to each of whom I find much pleasure in extending my most sincere personal and official thanks.

RESPONSE BY A. B. MEACHAM, OF CAMBRIDGE, MASSACHUSETTS

It is indeed a very great pleasure to be here, in your beautiful city, the home of Gallaudet, to whom we all owe everything.

The audience here is small to receive your welcome. That is nobody's fault, if I may presume to say.

Scores and scores are on the streets, and in the parks,

drinking in the beauties of the city and noting the changes that may have taken place since the time a part of their childhood days were spent at school.

The very atmosphere bids us welcome, but when evening shadows creep over us, they will begin to come in, and they will come by the hundred and there are hundreds on the way that will more than tax the capacity of this splendid school building of which we all are proud.

The school certainly is up to date in every respect, affording excellent facilities for studies, besides giving the young an opportunity to acquire technical training in some lines, such as wood-working, printing, domestic science, etc., besides physical development.

It has been my fortune, during my younger days, to meet a number of former pupils who knew Gallaudet. Among them were Brown, Chamberlain, Lucas, Atkins and others who organized the New England Gallaudet Association in 1853, two years after Gallaudet's death. This association is still in existence, and in its 72nd year, is doing good work for the good of the deaf. My father was one of the original members.

Many of the graduates made good after graduating. Hotchkiss, Bird, Crane and others in educational lines. Hill, Chamberlain and others as editors. Others were successful in business and in agriculture. At the present time, Bouchard, Atkinson, Sullivan and others are instructors in this and other schools. Lepides, Moran and others stand very high in business lines.

The time will come when science will revolutionize, to a greater or less degree, the methods of teaching the deaf when science discovers some means whereby deaf children will be enabled to hear through some medium, and by those means, the deaf of the future will be on par with the rest of the world as far as hearing is concerned. This may not occur for centuries to come and it may come on the morrow, but come it will. Nothing is impossible in this marvelous age.

We are patiently but anxiously waiting for the day of the unveiling of the statue of the best beloved man of Hallowed Memory and then we shall return to our homes, but there will always be a tug at our heartstrings to return again some day to re-visit the best beloved city in America.

Resolutions

Resolutions adopted at the Second Biennial Reunion of The American School Alumni Association September 6th, 1925, held at the American School, West Hartford, Connecticut.

THE MONUMENT COMMITTEE

Resolved, That we recall today with gratitude the fourteen years' service of the National Association of the Deaf Statue Replica Committee, consisting of the past presidents, Jay C. Howard and Dr. James H. Cloud, President Arthur L. Roberts, Dr. Thomas F. Fox, chairman, the late Dr. John B. Hotchkiss, Professor Harley D. Drake, and John O'Rourke and the activities of the alumni "Chip" fund committee under the chairmanship of James A. Sullivan which raised over \$800, and we hereby thank all of the collectors and contributors to the fund.

DANIEL C. FRENCH

Resolved, That we extend our heartfelt gratitude to the celebrated sculptor, Daniel C. French, who has again shown his great interest in the deaf by his substantial co-operation with the National Association of the Deaf Committee in making the unveiling of the replica possible at the present time.

THE COMBINED SYSTEM

Resolved, That we, graduates and former pupils of the American School for the Deaf, West Hartford, Connecticut, assembled at our reunion in connection with the unveiling of the replica of the Gallaudet monument, which shows the founder of instruction for the deaf in this country teaching the manual alphabet to the first deaf child in the American School, cannot let this occasion pass without reaffirming our adherence to the Combined System of instruction, which wisely and humanely adapts the method to the needs of the deaf child and not the child to the method.

THE NATIONAL ASSOCIATION OF THE DEAF

WHEREAS, This celebration is under the auspices of the National Association of the Deaf, the champion of the deaf everywhere in their fights for their rights, and

WHEREAS, The good that the N. A. D. can do is only limited by its financial support, and

WHEREAS, The N. A. D. is now engaged in a special drive for ten dollar life memberships, the price of a day's pleasure, therefore be it

Resolved, That we approve the work of the N. A. D. and promise to assist the organizer for New England, Michael Lapides, in securing life and annual memberships for the N. A. D. and put New England where it belongs as a loyal supporter of the activities of the National Association of the Deaf.

GALLAUDET COLLEGE

WHEREAS, We have watched with interest and appreciation the goodly number of young men and women who have entered Gallaudet College from the American School and who have made creditable records in this more advanced institution of learning, therefore be it

Resolved, That we congratulate Principal Frank R. Wheeler and his staff on their success in arousing a zeal for higher education in the graduates of the school.

EDWARD MINER GALLAUDET MEMORIAL FUND

WHEREAS, Edward Miner Gallaudet, the youngest son of Dr. Thomas Hopkins Gallaudet, the founder of the only college for the deaf in the world, was a teacher in the American School in the year 1856-1857, and

WHEREAS, Over \$11,000 have been contributed to a memorial in his honor at Gallaudet College, and

WHEREAS, A quota has been arranged for each state in proportion to its deaf population, and

WHEREAS, The quota for Massachusetts is \$1,592, Connecticut, \$598, Maine, \$414, Rhode Island, \$197, New Hampshire, \$149, and Vermont 143, therefore be it

Resolved, That we cordially endorse this memorial and urge the deaf of the New England states to complete their quota as soon as possible, sending in their contributions to the treasurer, Professor Harley D. Drake, Gallaudet College Washington, D. C.

NEW ENGLAND HOME FOR THE AGED DEAF

WHEREAS, The New England Home for the Aged Deaf after a long and invaluable service to the deaf of the community has entered on a new period of usefulness at Danvers, Massachusetts, and

WHEREAS, The Ladies Auxiliary, the Board of Trustees, Mr. and Mrs. J. Frederick Hussey, of Salem, Massachusetts; Mr. A. B. Meacham, President of the New England Gallaudet Association and his co-operating committee on the Old Home building fund, and Daniel Nichols, of Lynn, have labored earnestly for this successful outcome, therefore be it

Resolved, That we are very grateful to those named in particular and to all those who have helped the Home in any way and we urge continuous hearty support of this worthy institution and suggest that it be remembered generously by bequests from those in a position to do so.

MICHAEL LAPIDES

WHEREAS, Connecticut has within its borders a modest, unassuming deaf young man who possesses a keen mind, untiring energy and a genius for leadership and who holds his own in contact with the brightest intellects of the state, and

WHEREAS, In everything that concerns the welfare of the deaf he is found in the front ranks battling courageously and oft times successfully for the protection of the best interests of the deaf, therefore be it

Resolved, That we acclaim Michael Lapides, of New Haven, as a most distinguished graduate of the American School for the Deaf of whom we are very proud and we joyfully pledge our support to this versatile and fearless champion of the deaf of the commonwealth of Connecticut.

THE NATIONAL FRATERNAL SOCIETY OF THE DEAF

WHEREAS, Fraternal benefit organizations will not as a rule accept the deaf as members, and

WHEREAS, The N. F. S. D. by conservative management has become of great assistance to its members in time of need, therefore be it

Resolved, That we commend the work of the N. F. S. D. as filling a real need in the lives of the deaf.

REVEREND GEORGE HENRY HEFFRON

WHEREAS, Since our last meeting, Reverend George H. Heffron, beloved pastor of the deaf in Southern New England, has gone to his reward, and

WHEREAS, By his kindly ministrations and sacrificing spirit, he endeared himself to all with whom he came in contact, therefore be it

Resolved, That while we mourn our loss, we are grateful for his noble Christian example and for the privilege of his wise counsel and valued fellowship.

THE PLACE OF THE AMERICAN SCHOOL

WHEREAS, The tendency in the United States is to classify schools for the deaf with educational establishments rather than with charitable institutions, therefore be it

Resolved, That we urge the authorities of Connecticut, in which state the first permanent school for the deaf was founded more than a century ago, to remove the American School from the jurisdiction of the Department of Public Welfare and place it under the State Board of Education, to which classification it rightly belongs.

THE AMERICAN SCHOOL GYMNASIUM AND ATHLETIC FIELD

WHEREAS, We believe in a sound mind in a sound body, therefore be it

W.M. 10A

Resolved, That the members of the American School Alumni Association will ever hold in grateful remembrance the magnificent response to appeals for funds which have made possible our well-equipped school gymnasium and athletic field, and be it further

Resolved, That we acknowledge with pleasure the enthusiastic co-operation of Principal Frank R. Wheeler and his staff, the Board of Directors of the American School and the alumni Gymnasium Fund Committee under the chairmanship of Joseph W. Bouchard.

THE SCHOOL PRINTING OFFICE

WHEREAS, The American School printing office is now equipped with a linotype machine, a cylinder press, and a wire stitcher, therefore be it

Resolved, That we congratulate Principal Frank R. Wheeler and the Board of Directors on supplying this much needed equipment which will better enable the deaf printer graduate to secure profitable employment.

THE SECOND BIENNIAL REUNION

Resolved, That we thank the active committee, the honorary committee, the various sub-committees, and above all the efficient indefatigable chairman, Michael Lepides, for their efforts to make this reunion a success.

THE AMERICAN SCHOOL

Resolved, That we thank Principal Frank R. Wheeler and his staff for their efforts for our comfort and pleasure during this reunion.

THE PRESS

Resolved, That our thanks are hereby given to the Hartford papers for the space which they have devoted to the proceedings of this gathering and to the DEAF-MUTES' JOURNAL, THE SILENT WORKER, and the NEW ERA for their co-operation in promoting the success of the reunion.

EDWARD PERKINS CLARKE
MISS EMMA ATKINSON
WALTER G. DURIAN
Committee on Resolutions

BRONZE TABLET

Resolved, That we strongly favor of the placing of two bronze tablets, one by the American School Alumni Association on the historic site formerly occupied by the American School for the Deaf for a century and one by the Board of Directors in the lobby of the new main building of the school in West Hartford to commemorate its successful completion.

GALLAUDET PARK

WHEREAS, The city of Hartford will establish a new park at the junction of Asylum and Farmington avenues, and

WHEREAS, The Park Board has recommended the name of Gallaudet Park as it is so near the scene of the labors of Rev. Thomas Hopkins Gallaudet, therefore be it

Resolved, That we urge the city and authorities of Hartford to ultimately name this park Gallaudet Park, in honor of one of its most distinguished citizens.

NOTICE—Please buy a photograph or photographs and help wipe out the deficit the Hartford Local Committee has to meet. Group photo, 4 feet 5½ inches, \$2.25; Replica of the Gallaudet Statue, 8" x 10" (two different views), Single, \$2; both \$3. Send to Michael Hamra, 64 Summer Street, West Haven, Conn.

N. A. D. Drive Goes Over the Top!

After every big affair, somebody can usually point out with pride to some definite result that follows the affair. The New England deaf can now rightly claim that they are on the map, "Nationally speaking." The N. A. D. special drive committee headed by William G. Durian and A. B. Meacham, the appointees of New England, and "aided and abetted" by numerous attractive girls, started the drive during the ball on Saturday night and kept up the quest until Sunday evening, after which a "count" was called, 110 new members! That is what the official tabulation amounted to. The female go-getters in the drive were as follows: Misses Hayes Dibble, Salick, Eagan, Levine, Manlucci, Honliken, Davis, Tuck, and Fish and Mrs. Bonham, Mrs. Brown, and Mrs. Komblum. Great credit for the initiation and successful completion of the drive for N. A. D. members should especial go to Messers. Durian and Meacham.

Ten Dollars and Life Membership

THE DETROIT CONVENTION fixed the LIFE MEMBERSHIP FEE at TEN DOLLARS.

THIS IS CONSIDERED reasonable for LIFE MEMBERSHIP in the N. A. D., a fee within the reach of everyone who has the interests of the ASSOCIATION, the DEAF OF AMERICA and the WORLD at heart. YOUR TEN DOLLARS will be invested. They will do GOOD in a GOOD CAUSE.

THE ENDOWMENT FUND of the N. A. D. is now well started toward the goal set for it. We want FIFTY THOUSAND DOLLARS in the FUND, as our objective, and when that is reached, ONE HUNDRED THOUSAND DOLLARS will be our next aim.

THE NATIONAL ASSOCIATION OF THE DEAF wishes to see that the GENERAL PUBLIC thoroughly understand and appreciate the VALUE of the deaf to society, to eradicate the MISTAKEN IDEA that they are a liability instead of an asset; it wishes to see that deaf children in our schools are educated along RATIONAL LINES and not made the objects of EXPERIMENTS and the PLAYTHINGS of CHARLATANS; it wishes to improve in every possible way the INTELLECTUAL, PROFESSIONAL, and INDUSTRIAL STATUS of the deaf in this and other countries; and in general to JEALOUSLY SAFEGUARD the best interests of the deaf as a whole.

YOUR CO-OPERATION IS NEEDED. By becoming a LIFE MEMBER you relieve the ASSOCIATION and YOURSELF of the trouble entailed in collecting small annual dues, lessen the overhead expenses of the ASSOCIATION, give it a STABLE and PERMANENT membership, and leave the officials free to develop and carry out projects for the betterment of the deaf.

BECOME A LIFE MEMBER. Join the rapidly growing list of IMMORTALS who have in this manner shown their FAITH in the N. A. D. Send in your TEN DOLLARS to the Secretary-Treasurer, N. A. D., School for the Deaf, Trenton, N. J., and after you are properly recorded as a LIFE MEMBER the money will be deposited in the ENDOWMENT FUND.

Act Now

Presentation and Unveiling of the Gallaudet Statue by the National Association of the Deaf

American School For The Deaf, West Hartford, Conn.,
Monday, Sept. 7, 1925, at 10:30 O'clock, A.M.

OFFICIAL REPORT



THE PRESENTATION and Unveiling Exercises of the Gallaudet Replica Statue, which were to have been held out-of-doors in front of the statue, were transferred to the school auditorium on account of rain.



*Professor Henry A. Perkins, President of the Board
of Directors of the American School*

The attendance was around the 1000 mark.
Seated on the platform were:

President A. L. Roberts of the N. A. D., the committee of the Gallaudet Monument Replica Fund, Dr. Thomas F. Fox, Messrs. Harley D. Drake and John O'Rourke; F. A. Moore, Secretary-Treasurer of the N. A. D., Mr. H. A. Perkins, President of the Corporation of the American School for the Deaf; Principal F. R. Wheeler, the Hon. B. I. Miller, Town Manager, West Hartford; Dr. Ely, Vice-President of Gallaudet College; Mr. Michael Lapides, President of the Alumni Association of the American School for the Deaf; Mr. A. Meacham, President of the New England Association of the Deaf; Mrs. Alice Cogswell Sparhawk, a grand-daughter of Thomas Hopkins Gallaudet; the Rev. Stanley Light, the Rev. William Cavanagh, Misses Eleanor Sherman and Florence Lewis, and the official interpreter, Mr. E. P. Clark.

The ceremonies began with invocation by the Rev. Stanley Light, of Dorchester, Mass. Dr. Thamas F. Fox, Chairman of the Gallaudet Replica Statue Committee, then reported to President Roberts of the Na-

tional Association of the Deaf that his committee had completed its labors. He spoke of the years of work securing funds for the Replica, and in conclusion commended the Deaf for their magnificent response.

President Roberts then assumed the chair.

He first introduced the Hon. B. I. Miller, Town Manager of West Hartford, who welcomed all to his city, stating that if anything whatever was desired of him, it would be granted, if it were within his means to do so. He commented upon the splendid manner in which the Deaf were doing homage to their benefactor, Thomas H. Gallaudet.

Principal F. R. Wheeler followed with an address of welcome. In his introduction of Mr. Wheeler, President Roberts told of his having known him as a Normal Fellow at Gallaudet College. He spoke of Mr. Wheeler's football prowess, he having twice been placed by Walter Camp on his All-American team. Judging from the splendid progress being made by the Hartford school, Mr. Roberts knew that he was still bucking the line hard.



*F. R. Wheeler, Principal American School
for the Deaf*

ADDRESS OF WELCOME, F. R. WHEELER, PRINCIPAL AMERICAN SCHOOL

My Friends: We have gathered here this morning to honor the memory of a great man; not a man known to fame as Washington and Lincoln but nevertheless a great man. Mil-

THE SILENT WORKER

lions have lived and died in this country of ours and multitudes will live and pass over to the Great Beyond without ever having heard the name of "Gallaudet," but the remembrance of his life and achievements will ever abide with the deaf of America.

A box of records will be sealed in the foundation of this beautiful memorial—your names have been written there; my name has been written there. In some future age that box may be opened. We all will have been long forgotten, but the name of Gallaudet will be as well known to the deaf men and women of that time as it is today. His life has made an impression upon the hearts and minds of the deaf which can never be removed.

A study of the life of any man of vision and achievement always brings to light his outstanding characteristics. We find that Gallaudet was a man of sympathy. It is not difficult for us to picture the kind but dignified young divinity student patiently and painstakingly teaching the little deaf child a few simple words. Doubtless, many others had noticed her affliction but it was Gallaudet, like the good Samaritan, who sought to render her aid in her time of need.

He was a patient man and a tactful one. We can observe these qualities in him during his trip abroad when he was rebuffed in England in his search for knowledge of methods for educating the deaf. Afterwards when the school had been established and he had gathered about him a corps of able men, College graduates, who frequently differed with him in methods of discipline and in the management of the affairs of the school, we can again see his tactfulness and patience. His teachers believed that the School should be conducted in the same way as was Yale University and frequent letters were exchanged between them and the principal. Oh, the patience and tact exhibited by Gallaudet in these letters, for in them you see the beautiful spirit of the man, his high ideals and his love for his fellowmen. I fear our superintendents and principals would not be as patient with their teachers as was Gallaudet.

Gallaudet was a man who was not afraid of hard work. In these days we think that we are busy and overworked, but no superintendent or principal would believe that he could do the amount of work that Gallaudet did. He, with the able assistance of Clerc, organized the school and trained the teachers. We must not forget that Gallaudet during the entire thirteen years of his administration taught a class, conducted daily religious services and made frequent journeys to neighboring cities with pupils to demonstrate the work being done at the school. He found time also to preach occasionally in the churches of Hartford and other cities. In 1821, the old main building on Asylum Avenue was completed. I know by experience what the completion of a new building and its subsequent occupancy means to the principal.

We must not, however, overlook the labors of Dr. Cogswell and his associates in making possible the new school—all honor to them for their devotion to the new enterprise. For more than a century leading citizens of Hartford have served on our Board of Directors and have given much of their valuable time to the school. Our new buildings will ever be a monument to the interest of our present Directors in the education of the deaf.

Lastly, I would call your attention to the spirit of sacrifice shown by Dr. Gallaudet in leaving his chosen career; for he had consecrated his life to the ministry and it was not easy for him to abandon it and become a teacher. As we look back upon the events of a century ago we can see the revelation of God's great purpose to educate the deaf of America in sending Gallaudet to Europe. How true it is that God always finds a Moses to lead His children from darkness to light.

This is not the first time that such a gathering of the deaf of America has taken place. In 1854, at the old school, the original monument erected to the memory of Gallaudet was unveiled in Hartford. In 1887, the original of this statue was unveiled in Washington. In 1917, many of you were present at the centenary of the old school. These tributes, no doubt, would be a great source of gratification to Gallaudet if he could but know of them. I am sure that his heart would be filled with joy and thanksgiving if he could see this beautiful new school.—like the Apostle John . . . "And behold I saw a new heaven and a new earth and the former things were passed away." He would rejoice in the contemplation of the splendid records made by the graduates of this school and of other schools for the deaf. I could mention achievements of scores of deaf men and women, if time permitted, but who of you can ever forget the brilliant Draper, the versatile Hotchkiss, and our own beloved Crane? These men were not only successful in their life work, but chieftest of all they were worthy citizens of our great republic—ever noble examples to those who shall follow. Monuments of stone and bronze have been erected in honor of Gallaudet, but lives such as these are the greatest tributes to his memory:

*"Lives of great men all remind us,
We can make our lives sublime
And departing, leave behind us
Footprints on the sands of time."*

Members of the N. A. D., members of the Alumni Association of the A. S. D., friends, I bid you welcome. May the memory of this day long abide with you.

Dr. C. R. Ely, Vice-President of Gallaudet College, followed with greetings from Gallaudet College, stating that he had been requested to represent Gallaudet College on the program in place of President Hall who was unable to be present. He spoke of the beauty of the original statue of Thomas H. Gallaudet on the grounds of the College, saying that it was considered by many of the most distinguished sculptors as a masterpiece in its line. This being so the replica itself could also be considered a masterpiece which should be a credit to the Hartford School. (This statement drew great applause.)

President Roberts then took the platform and delivered a very masterly address. At the conclusion he turned towards Mr. H. A. Perkins, President of the corporation of the American School, and presented the statue to his school in behalf of the National Association of the Deaf.

PRESIDENT ROBERTS' ADDRESS

In the city of Hartford, the deaf stand upon hallowed ground. Here was founded the first school for the deaf on this continent, and here was laid the foundation upon which have builded the educators of later years. The structure they have reared is enduring; its benefits to our class, the deaf are incalculable. From the darkness of night, and ignorance, and helplessness, to the light of day, and independence, and freedom of intellect, this has been encompassed for the deaf by the labours of Gallaudet and those noble men and women who have come after him.

In 1854, the grateful deaf of this nation erected a monument to the memory of Gallaudet. This monument stood for more than fifty years on the scene of his early labours in their behalf, the old American School in Hartford.

Again, in 1889, the remembering deaf of America, grateful for the benefits Gallaudet had conferred upon them, erected in Washington, D.C., a beautiful memorial, executed by the distinguished sculptor, Daniel Chester French.

Fourteen years ago the National Association of the Deaf

took notice of the fact that the Hartford monument to Gallaudet was crumbling under the ravages of time. It set in motion the machinery to collect a fund with which to restore the memorial. Early responses to appeals for this fund were ready and generous. Then came the World-War, with public attention turned to other and more weighty things. Economic changes following the war had a deterring effect on the fund. Added to this, it was felt that the old monument was not of sufficient artistic merit to adorn the grounds of the new school here in Hartford. The Detroit convention of the National Association of the Deaf, in 1920, instructed the monument committee to discard plans for re-



Arthur L. Roberts, President of the N. A. D.

pairing the old monument and directed the erection at Hartford of a replica of the memorial to Gallaudet at Kendall Green, Washington, D. C.

The N. A. D. Monument Committee, composed of Dr. Thomas F. Fox, Dr. John B. Hotchkiss, Professor Harley D. Drake, and later Mr. John O'Rourke, have laboured faithfully, under many difficulties and handicaps, to complete their work. Mr. French, the sculptor, has also been of great advice to the committee in the execution of the replica.

To-day, we witness the completion of our committee's labours. Due to their untiring perseverance, the fund was collected and the work directed to a successful conclusion. In the name of the Association, I wish to thank them publicly for their unselfish labours.

This monument to Gallaudet typifies our love and reverence for our friend, teacher, and benefactor. It is a monument created by the greatest living sculptor of our time. It is a memorial of which the deaf of the nation may well be proud. We have placed it on the grounds of this noble and imposing new school that has taken the place of the old, and we hope that it will be a fitting adornment for this institution dedicated to the intellectual, moral economic and social well-being of the deaf.

To the Board of Directors and the Principal of the American School, the National Association of the Deaf formally

presents this memorial to Thomas Hopkins Gallaudet, pioneer educator in an unknown field, friend of the unenlightened, benefactor of the deaf.

(As it was still raining, the unveiling of the statue, which was next in order on the program, was deferred until the conclusion of the exercises.)

Mr. Perkins graciously accepted the statue in behalf of the American School for the Deaf.

PROF. PERKINS' ADDRESS OF ACCEPTANCE

Ladies and Gentlemen:

It is with the greatest satisfaction that I accept for the Board of Directors this beautiful statue you have given to the American School for the Deaf as a memorial to its founder, our revered first principal, the Reverend Thomas Hopkins Gallaudet. It is the third memorial of this kind erected to his memory. The first, which this is to supplant, was unveiled in 1854, only three years after his death, a remarkable evidence of the gratitude and loyalty of those men and women all over this country who directly or indirectly owed him so much. Two deaf artists were responsible for the design of that monument which was long an ornament of the old school grounds, and would today be on our new site had it been found practicable adequately to restore it after the disintegration due to nearly seventy New England winters.

The next memorial was erected on the grounds of Gallaudet College in Washington, in 1888. It is by Daniel Chester French, the dean of American sculptors, and is perhaps the most charming and effective statue among the many beautiful works he has created.

To-day, through your renewed loyalty and generosity, we are unveiling a third memorial to our founder. It is a replica of the one in Washington, which you justly felt could not be improved upon. It is eminently appropriate too, in this its second setting facing the new buildings of the old school where Mr. Gallaudet taught and labored for thirteen arduous years, and where Alice Cogswell was a pupil.

Here it will remain for generations to come, a lasting reminder to our pupils, their teachers and the people of Hartford of a great and good man who devoted the best years of his life and sacrificed his health for afflicted humanity. The story of that struggle reveals a man of a highly sensitive disposition, delicate constitution and tremendous energy. What he accomplished in that short period is amazing. It was the stern stuff he inherited from his Huguenot and Puritan ancestry, combined with the fine perceptions and literary ability that came, perhaps, with his Italian inheritance, which made it possible to cope with so difficult a problem. When we recall that not only was this the first school for the deaf in America employing a comparatively new art in teaching, but also practically the first organized philanthropic institution as well, we realize what unusual qualities he must have had to make it a success from the beginning. To accomplish so great a task he was called on to be not only a teacher, but an organizer, politician, linguist, author and preacher. There are few men at any time who can qualify in all these capacities, and we justly do homage to a man whom we honor not only as our founder, but also as a remarkable American citizen.

In addition, however, to serving as a tribute to the striking characteristics which were indispensable in an educational pioneer, I hope this appealing memorial will always be a reminder of the softer, more sympathetic and wholly human side of Mr. Gallaudet. In fact, if his ability as an

organizer is in time forgotten, we may feel sure that his love of children, of the weak and unfortunate, will be remembered as long as this statue lasts. It speaks to us of the spirit of the Christ who was ever very real and very present to him, and will stand as a symbol of love and helpfulness which are, and always should be, the guiding principles of our school.

In the name of the Corporation and Trustees of the American School for the Deaf, I thank you for giving us such a fitting tribute to the distinguished pioneer whom we are proud to call our founder, and a work of art whose underlying significance will, I hope, become increasingly associated with the spirit of this school. May it long serve as a silent reminder of the ideal, of loving and patient guidance it so beautifully exemplifies, and so help to infuse our task of educating of the deaf with an especial radiance, which we inherit from the man we have come here to honor.

The next speaker was Prof. H. D. Drake of Gallaudet College, Treasurer of the Gallaudet Replica Committee. He commended the deaf as a whole upon their splendid response towards contributions which made possible the beautiful statue.



Prof. H. D. Drake

ADDRESS OF H. D. DRAKE, TREASURER OF THE REPLICA COMMITTEE

All of you have heard the oft quoted phrase that Rome was not built in a day. And the replica of the Gallaudet statue which stands completed here took many years of effort. The matter of repairing the marble monument, erected in 1854 to the honor of Thomas Hopkins Gallaudet, was first brought to the attention of the National association of the Deaf more than a decade ago. In March 1912 a committee was appointed to appeal to the American deaf for contri-

butions to make the necessary repairs. The response to this appeal was quite generous, and by December 10th of that year sufficient funds were on hand for the purpose.

But by this time thought of moving the school to a new location had taken strong root. Under such circumstances it was not deemed wise to repair a monument which would soon be taken down. There, also, was a difference of opinion in regard to moving the monument to the new location of the school owing to its peculiar architecture.

After much deliberation the association, in 1920, voted to have a replica made of the Gallaudet statue which now stands on Kendall Green in Washington, D. C. This move was endorsed by the Gallaudet family, the Board of Directors of the American School, and by the sculptor, Daniel Chester French.

The new plan necessarily required a much larger sum of money for its accomplishment and again the American deaf people were appealed to for funds. Again they responded generously, and in a short time the committee felt justified in ordering work started on the replica.

The sculptor had been informed that the plaster model of the original statue reposed in an Art Gallery in Michigan, but to our great disappointment this proved to be nothing more than a two-foot model. Therefore, it became necessary to make a plaster cast from the statue in Washington, and this required a third appeal for funds. And, still believing in the worthiness of the cause, the deaf people of the country opened wide their purses for the third time.

As part time Treasurer of the Fund I wish to thank all contributors for their generosity and patience, and I wish to commend in particular the fine spirit of the New England deaf for their efforts. The deaf people of New York City, and the various divisions of the National Fraternal Society of the Deaf also should receive our commendation for their co-operation in helping us erect the replica—renewed evidence of the gratitude of the American deaf to Thomas Hopkins Gallaudet, FRIEND, TEACHER, BENEFACTOR.

Dr. Thomas F. Fox, Chairman of the Gallaudet Replica Committee, then delivered the oration of the day in a very masterly and dramatic manner.

ORATION DELIVERED BY DR. THOMAS F. FOX

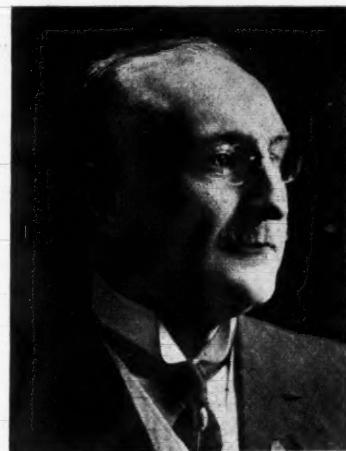
It is related of the deaf scholar, Jean Massieu, the first teacher and life-long friend of Laurent Clerc of illustrious memory, that on one occasion, having been asked by the Abbe Sicard "What is gratitude?" answered, as if by a flash of inspiration, "*La reconnaissance est la memoire du coeur.*" That simple expression, "the memory of the heart," spells in radiant, golden letters the sum and substance of our service here this morning.

There is no other phrase so explicit, so pertinent, so replete with meaning to portray the grateful acknowledgment of the deaf to the service of Thomas Hopkins Gallaudet in their behalf. It is, then, meet and proper that here, in the city where he lived and worked out the inception and practical accomplishment of his theory of the instruction of the deaf, that we gather to pay homage to the memory of a great educator—our friend and benefactor.

The vicinage is also peculiarly appropriate to the occasion, since originality and enlightened advancement in the field of education seem peculiarly New England traits; here is a center of our country prolific in educational possessions, the blessings of which it has freely shared with the nation. This region, the original frontier of our country, nourished the patriotism, culture and wealth of the land from the smallest beginnings to the great status of the present day. It presents a wealth of attractions in the rusty red of industry, the deep green of agriculture, the ineffable colors of the sea. The

integrity and honesty of its people from the stronghold of a rugged virtue, while New England conscience and character have become proverbial.

Among other things, it has produced great men and women, and sent them out to develop other sections of the continent; it has gathered into its schools and colleges the best of all the



Dr. Thomas F. Fox

nation's manhood and womanhood, and sent them back to their distant homes qualified for leadership in the affairs of life. Consequently, it seems quite ordinary that there should have arisen the beginning of a new departure in education, for, while Gallaudet was not actually a native of Hartford, his long and continuous residence in the city from the age of three made him a worthy adopted son of New England.

The present occasion ardently appeals to those among us who have come from outside your borders to join with you in honoring the memory of a great man, and to recall the efforts which Gallaudet in his time, and his eldest and youngest sons in their time, put forth toward the advancement of the mental, spiritual, and temporal welfare of the deaf, without thought of race, creed, or condition, but looking solely to their improvement as citizens of our common country. It is particularly gratifying that this piece of enduring bronze, the creation of one of the foremost living sculptors, should be a gift to the American School for the Deaf from the National Association of the Deaf, from funds subscribed by the deaf throughout the Union—a truly representative offering. That the gift should come from those who have profited through Gallaudet's genius and labor is an additional cause for gratification; it is a symbol of the permanent deposit of awe and reverence for his self-sacrificing efforts, which remains as the deaf reflect upon the outcome of his patient endeavors in their behalf.

This American School, which Gallaudet founded, and which is fondly cherished as "Old Hartford," has stood for over a century, as it continues to-day, the fountain-head of instruction for American deaf. It has been the source from which have grown Principals and instructors for the profession, has issued precious text-books for the use of pupils and teachers, while its graduates include numerous examples of cultured men and women who would be a credit to any school. Standing prominently in the field of education with Directors and a Principal guided by progressively modern ideas in the education of the deaf, it continues to send forth, year after year, graduates who have not only set their mark in useful vocations, but have succeeded alike in business and professional lines—educated men and women whose success in temporal affairs proves the worth of the training they have received. It is not, then, without significance that the first public school

for the instruction of American deaf was established in the city of Hartford whose seal, bearing the legend "*Post Nubila Phoebus*," tells us. 'After the clouds—the sun,' since from here the sun of education dispelled the clouds, which for generations, had cast a shadow over the minds of the deaf of our country. This school brought them enlightenment, education—which is inevitably joined to strength and power in accentuating the activities of the mind, and the moral and spiritual strivings which are necessary to man.

There are two main thoughts with us at this ceremony to-day. First, we would have the occasion be a reminder of the great pioneer of deaf-mute education. The second thought which we have in mind is of the service rendered by him, and by those who were associated with him, in the original efforts made in this country to awaken public interest in the proper care and training of a then helpless class of community. It was within the walls of the old Asylum, as it was styled, that the Master dreamed great dreams and saw great visions; with courage undaunted and constant faith, with perseverance and determination, he pursued not 'the even tenor of his way,' but the uphill climb of an Apline peak, overcoming obstacles and disappointments at every hand in order to bring his bold conceptions to a practical fruition. To this school, in its attractive surroundings, the spirit of his endeavors has been transferred, and it is singularly pertinent that these beautiful environments should be further adorned by this replica of a famous statue, in which the artist's conception of the theme presents a great work of value in itself—a classic in harmony with the subject's greatness.

Occasionally, in gentle raillery, there have been subtle hints that the deaf make too great heroes of Gallaudet and of his two sons, who followed in his wake, that all heroes, after all, are mere men and mortals like ourselves. In this particular instance such an argument may be convincing to those unfamiliar with the careers of the individuals under consideration; in a broader sense, all real heroes are men who are essential in some emergency, and in this definition the Gallaudets were true heroes. The hero of an occasion is sometimes gifted with a confidence that is nearly prophetic, and by force of which he is able to inspire others with a courage equal to the encounter. Moreover, something more than a mere heroic attitude is necessary to attract us to essential men; essential men are prepared—they know how to accomplish that which they set out to perform. The Gallaudets saw conditions among the deaf as they existed at various periods,—deaf children growing up without mental or moral training; deaf adults without spiritual instruction; deaf youth of superior mental ability without opportunity for a collegiate education. As they viewed these conditions in their particular fields of endeavor they knew what was needed to be done—and each did it promptly. Today we have the enduring results. The education of the deaf child has become a public concern that is studiously attended to, following the pioneer work of Thomas Hopkins Gallaudet. Through the efforts of his eldest son, Rev. Thomas Gallaudet of New York, there are now churches and missions for the religious instruction and special ministration to the adult deaf; and Gallaudet College, founded by the youngest son, Edward Miner Gallaudet, of Washington and Hartford, has for half a century and more proven the wisdom of its foundation.

In actual life there are heroes for the visible and heroes for the invisible. Some seek their mark hung out as a banner to be taken on some turret or battlement; some see it nowhere, save in the grand ideal of the inner life. Extempore heroes fight out a victory definitely seen in something near at hand, but the life-long, century-long heroes are actuated by no ephemeral crown or passion, and are content to sound the deep basework of humanitarian principle. Of such heroic mould were the Gallaudets; theirs were a courage by force of which they were able to inspire others with a valor equal

to the greatness of the obstacles encountered. In their achievements we witness the accomplishment of essential things, heroic things—the transforming the deaf into useful and productive citizens, instead of leaving them to become objects of pity and contempt, if nothing worse. Before the elder Gallaudet's efforts in their behalf, their great disability was lack of public education. His arousing of public interest brought to them educational equality. The real greatness of his service to education has long been accepted, but only partly understood. Educators have given him his due, but the general public has been slower to realize that the philosophy which guided him in his course of instruction for the deaf was deliberately to facilitate the acquisition of language through ideas, within the limited period allowed for their instruction. The pupils who came to him were generally over twelve years of age, some very much older, and his task was to open their dormant minds, to stimulate them to think for themselves, and to give expression to their thoughts—all within the very few years permitted for this weighty and difficult purpose.

Thomas Hopkins Gallaudet was an humble yet enlightened educator. Judged merely by the position which he filled, he would not seem to have been a very important personage. Although he was Principal of "Old Hartford" for thirteen years that, in his time, may not have been considered as a very exalted position for a man of his attainments. He seems to have been without a spark of personal ambition beyond serving humanity. Honor meant more to him than honors; It was, indeed, for what he was rather than for what he did, that he was admirable. Not that what he did was by any means negligible. An ardent and devoted teacher, according to the light of his creed, he was ever on the side of social amelioration. His first-hand study of conditions existing among the uneducated deaf of his day made him their champion. He saw how they were placed and the necessity of a speedy change that would open to them the portals of knowledge and understanding of the world about them. He came to know them, to love them and finally to select from among them his life partner. This was Sophia Fowler, of Guilford, Ct. She was a woman distinguished for lovely and attractive traits, and the influence of the qualities she bequeathed to her children suggest the important relations she sustained to the cause of deaf-mute education. She ushered in for them the dawn of enlightenment, and lived to see it widen and brighten until its warmth covered the land. Here we view an outstanding characteristic which marked Gallaudet, his integrant dedication of himself to what appealed to him as furthering the welfare of mankind; this was an all-absorbing motif in his public and private acts. It led him to become a pioneer—to blaze a trail in the educational field and progressive system to meet the requirements, not of a select and favored class, but for all deaf children.

Such is the mark of the real educator who prepares children, or even grown-ups, to obtain a true vision of their duty to God and to their fellow-men. Bringing himself to their level, he comes to understand what they need most, and so adopts his methods to their capacities. Where time and means are limited, he devises a system that will accomplish his purpose quickly, and yet satisfactorily in reaching the end he has in view. Gallaudet set out to attain definite results. He knew that it was important to prepare his pupils to comprehend the things that were about them, to understand themselves as well as the happenings of daily life—all of which required mental development and the acquisition of language. He and his disciples, most of whom were Yale men of scholarly attainments, followed the footsteps of the good and great De l'Epee, whose name stands among the foremost friends and benefactors of the deaf. They were not tied to any one method, but followed the principle that language is a system of expressing ideas, and as a growth in every mind it becomes indissolubly associated with all

mental operations. In teaching it we must suggest first the thought and then the expression. The child, in acquiring its vernacular, should see the object before it learns its name, must perform an action or see it performed before it understands the form of words by which this action is properly described. What knowledge of language it does obtain, however, comes when the spoken word closely follows the thought and is at once closely associated with it. It is for this reason that deaf children are so long in arriving at a familiar, or even a correct use, of the language of their country. They lack the sense of hearing, and are, from birth, shut out from natural speech by want of hearing. The process of these early teachers consisted in giving the pupil a direction in writing, and then requiring him to perform it and to state in writing what he did, thus compelling him to take part in the action of which he wrote. Where any one method failed, they had recourse to combinations that were of productive results. Especially was it their effort to give their pupils some idea of God, that they should distinguish right from wrong, and choose to follow a virtuous life in preference to the vicious.

But the teachings and influence of these early pioneers did not end with classroom exercises. They followed their pupils beyond the school life; they knew the deaf in their social affairs, associated with them, and worked for their welfare. The outcome of their devotion was, in many cases, marvelous; it is not claiming too much to assert that the heights attained by many of their early pupils were superior to those achieved today by most of our schools, if we may judge from the names of prominent deaf men and women that fill the early rolls of the Hartford and sister schools for the deaf. It were well if there was a return to the close personal interest in the deaf shown by those early teachers, who discovered so much of interest and instruction from mingling with and observing the adult deaf who are a part of the great world. In thus extending their field of observation beyond the classroom to the home life, the pleasures, the trials and sorrows of those they had known and trained in the classroom we obtain a glimpse of a phase of educational interest rarely witnessed today. There might be a resumption of it to the advantage alike of the deaf and their teachers. While the latter may give much time and thought to children in school, many neglect the great field of profitable instruction and information open to them in the lives and daily interests of former pupils who are hewing out their way to a livelihood. Surely their mode of life, their means of communication with others, their social leanings, their employments, what they have learned from, and how they meet the stern realities of existence, and how they conduct themselves as citizens, should offer to the conscientious teacher food for serious reflection. These are points with which teachers of other days were familiar; they valued them as important indicators of the success or failure that had followed their instruction.

It was as much this phase in the method of Gallaudet, this personal interest in and knowledge of the deaf, as any other quality, that endeared him to his former pupils. He and his fellow-teachers learned lessons that made them better prepared to perform their difficult tasks of understanding the minds of the deaf. It is, then, less surprising to us that Gallaudet understood the deaf, nor is there cause for wonder that the deaf of his day knew him, and knowing him, left records of their personal knowledge of him as man, teacher, and friend—from which follows the deep reverence in which his memory is held. For Gallaudet was not merely a successful teacher in a new and difficult venture in human culture; in the largest acceptance of the term he was a wise educator. To his interest in his pupils, in or out of school, he added the role of faithful friend to his teachers, whom he counselled, guided and treated with all the courteous consideration of the true gentleman. We cannot here do better than to re-

call the words of a friend, who had an intimate, personal knowledge of him through many years of close friendship:—

"Our commemoration of such a man cannot come too late, or be renewed too often, if we go back to our various pursuits, with our faith in goodness made strong, and our aims and efforts for the welfare of our fellow-men purified and strengthened. But whatever we may do, for his broadly beneficent life and sublime Christian virtues, the world will add one other name to its small roll of truly good men who have founded institutions of beneficence, and lifted from a bowed race the burden of a terrible calamity;—

*One other name with power endowed,
To cheer and guide men onward as they pass,—
One other image on the heart bestowed,
To dwell there beautiful in holiness.*

The next speaker was Mr. Michael Lapides, President of the Alumni Association of the American School for the Deaf. He spoke of the heritage handed down to us by Thomas Hopkins Gallaudet.

ADDRESS BY MICHAEL LAPIDES, PRESIDENT OF THE AMERICAN SCHOOL ALUMNI ASSOCIATION

Mr. President, Ladies and Gentlemen:

We have now witnessed the presentation of the Gallaudet statue by President Roberts of the N.A.D., and its acceptance by Professor Perkins, President of the Board of Directors of the A.S.D. We have just now listened with our eyes to the oration by Dr. Fox, chairman of the Statue Committee. All of them stressed the reason for our homage to the memory of Rev. T. H. Gallaudet—Gratitude. On behalf of the Alumni, I have the great honor to say that we are in full and complete accord with the spirit of this gathering with all the strength of our minds, with all the ardor of our hearts, and with all the spontaneity of our souls. We, the Alumni, consider ourselves as being under a solemn debt of gratitude, which cannot be measured in tangible terms, to the National Association of the deaf for making possible the Unveiling of the Gallaudet Statue.

Our hearts filled with profound satisfaction at the successful culmination of the purpose of the N.A.D. Gallaudet Statue Replica Fund, all of us should ask ourselves what Gallaudet himself would have expected of us. In order to discern this query clearly in all its aspects, let us look back at the near and distant past.

The history of the education of the deaf during the last 108 years is, in effect, a history of the tremendous, ever-widening influence of Rev. T. H. Gallaudet's life-work among the deaf; and, consciously or unconsciously, a history of the steady and continuous manifestations of response to the "Higher Law," or "Natural Law," first developed as a philosophy in ancient Greece and later recognized by Roman jurists.

Philosophers, scholars, lawyers, historians, and learned men in each successive generation had sought, in their profound researches on the Law of Nature, to determine the immutable rights of the individual that should underlie the establishment of governments or should form the basis for the law of the state, or in other words, to develop "Natural Rights." That philosophy was so appealing to men's minds that it fired their longing for justice throughout the world. Their concrete attempts to secure freedom are found in a most illuminating way in the histories of the French Revolution, The Bill of Rights, Magna Charta, The Declaration of Independence, all the State Constitutions in this country, and Our Constitution of the U. S.

All those struggles, written in blood, finally crystallized, among other things in the basic thought of individual rights guaranteed to us by our Constitution, regardless of race, creed, color or condition of hearing. Thus we have the blessings of civic and religious liberty as embodied in "life, liberty, and pursuit of happiness," free speech, free press and free assemblage. Thomas Hopkins Gallaudet was fully aware that an educated mind with all it means in the intellectual, spiritual, civic, economic, and social spheres of life is requisite to the more or less full enjoyment of the blessings of liberty bequeathed to us as a heritage of the "Fathers of the Constitution."

Rev. T. H. Gallaudet therefore felt with all the power of attachment that he had toward the deaf that they had the inalienable right to be educated in order to enjoy in full measure the blessings of freedom. Whether he was conscious of this or not, he felt, reasoned and worked in harmony with "Natural Rights," which eventually led to the founding of the first permanent school for the deaf in 1817 in this country at Hartford, Conn., and thus established the right of the deaf to the freedom of learning.

Although the Constitution had been in effect for 30 years prior to 1817, it was not until that year that the deaf, securing educational freedom for the first time in this country, began thenceforth to draw interest on the capital of an educated mind in terms of civic freedom, intellectual freedom, of the rights of citizenship and of a full enjoyment of the blessing of liberty based on certain inalienable rights of man, nurtured for ages in an evolutionary maze of grouping, struggling, bloody attempts to incorporate the philosophy of "Natural Rights" in the law of the state.

Rev. T. H. Gallaudet was a Washington in that he was the father of the system of instruction of the deaf. He was a Jefferson in that the sign-language used in the Combined System of teaching the deaf liberated the minds of the deaf, thus enabling them to take their full part in after-life as bread-winners and citizens. He was a Hamilton in that he brought proven methods of instruction and a trained deaf teacher, Laurent Clerc, from France to this country and interested public-spirited citizens and governments in the financial support of the first permanent school at Hartford. He was a Lincoln in that the liberation of the mind truly rescued the deaf from the bondage of ignorance, darkness, helplessness and exploitation.

We now revert to the query as to what Gallaudet, if he had lived, would have us do. It is that we should strive to use the education obtained at schools for the deaf in the right way. To give the best that is in us, whether it be on the farm, in the shop, at the office, at home, in co-operative work, in the exercise of the rights of citizenship, in religion, and the like, is to be worthy of the ideals and good works of Gallaudet himself. This is our heritage.

Upon the suggestion of Dr. Fox, the assemblage paid a two-minute silent tribute to the late Dr. Hotchkiss who had served many years as treasurer of the Replica Statue Fund.

Miss Florence Lewis, an alumnus of the Hartford School, recited the following poem, written by Mrs. Laura Searing on the occasion of the unveiling of the original Gallaudet statue at Gallaudet College in 1889, and which was fitting for the same purpose on this occasion:



REV. THOMAS H. GALLAUDET

The Mandate.—“Go where glory waits,”
Was less than naught to him;
He sought the souls whose day was dark,
Whose eyes, with tears, were dim.

As yet, his glory rests secure,
In many a grateful mind,
First blessed by him, with knowledge sweet
And linked unto its kind.

He came, and lifted up, and spoke,
He set them in the sun;
The great good work goes on and on
That was by him begun.

And in this bronze he lives again,
But more within each heart,
To which he said, “Be of good cheer,
Let loneliness depart.”

We lift the veil, and see how Art
Has fixed his likeness there;
And placed beside him one whose life
He lifted from despair.

She stands there as the type of those
To whom he gave his all;
Whose sorrows touched him, till his love
Went out beyond recall!

Ah, well it was, he turned himself
Unto that speechless woe,
Which made the world a lonely road
Over a hundred years ago!

Rest here, thou semblance of our friend,
The while the world goes by!
Rest here, upon our school green,
Beneath the bending sky!

Remain, and bless the chosen work
That found its source in thee
‘Tis through thy love that we, thy sons,
Are happy, strong and free.
Thank God, He gave thee unto us
To free us from our woe,
And put the key into thy hand
Over a century ago!

President Roberts read the following letters and telegrams:

Greetings from Seattle, Wash. It is fitting that the Deaf should honor those who work for their good. Gallaudet has done more than any other man to give the Deaf the high standing they now enjoy. We cannot honor him too much.

John T. Bodley, L. O. Chrestenson, J. B. Wilson,
Hugo A. Holcombe, Mrs. Russell Smith, Agatha T.
Hanson, Olof Hanson,

Congratulations for successful enterprise. Regret we cannot be present.

VIRGINIA AND ELIZABETH GALLAUDET.

Greetings and best wishes from the New Jersey Branch
N. A. D.

Pine Orchard, Conn., Sept. 4, 1925.

To the Replica Committee.

My dear Committee:

Until today I had fully expected to accept your kind invitation to the unveiling of my grandfather's statue, but difficulties have arisen in my family which make it impossible for me to come to Hartford on Monday, and it is with deep regret that I must decline your kind invitation.

Believe me very sincerely yours,
MARION GALLAUDET EDGERTON.

Upper Terrace House
Hampstead, N. W. 3.
England, Aug. 21, 1925.

Dear Mr. Drake:

Greetings to you, the officers of the N. A. D. and the other members of the committee who have labored so long for the reproduction of this beautiful statue. I and my brothers and sisters appreciate this offering to the memory of our grandfather, Thomas H. Gallaudet and our regret is deep that we cannot be present.

As you know I am in England with old English friends of my father, and my brothers are off on their vacations. But my dear cousin, Alice Gallaudet Trumbull Sparhawk from "Webb House," Wethersfield, will be present to represent the family on this memorable occasion!

With renewed greetings and appreciation, I am most cordially yours,

KATHERINE FESSEDEN GALLAUDET.

Newport, R. I., Aug. 27, 1925.
Gallaudet Monument Committee,
National Association of the Deaf,
American School for the Deaf
West Hartford, Conn.

Mrs. Robinson regrets her inability to be present at the ceremonies on Sept. 7th, owing to absence from town on that date.

Benediction was given by the Rev. Mr. Cavanagh, of West Hartford, after which the attendance went out-of-doors in spite of the rain to witness the unveiling of the statue.

Miss Eleanor Sherman, great-granddaughter and Mrs.

Alice Gallaudet Sparhawk, a granddaughter, of Thomas Hopkins Gallaudet, had the honor of unveiling the statue.

Carved on the pedestal upon which the statue is placed are the following letters:

Front

FRIEND
TEACHER
BENEFACITOR

Right

THIS REPLICA ERECTED
BY THE
NATIONAL ASSOCIATION
OF THE DEAF
1925
TO REPLACE MONUMENT ERECTED
IN 1854
ON ORIGINAL SITE OF THE
FIRST AMERICAN SCHOOL

Left

THOMAS HOPKINS GALLAUDET, LL. D.
BORN IN PHILADELPHIA
DECEMBER 10, 1787
FOUNDED
AT HARTFORD THE FIRST SCHOOL
FOR THE DEAF IN AMERICA 1817
DIED IN HARTFORD
SEPTEMBER 10, 1851

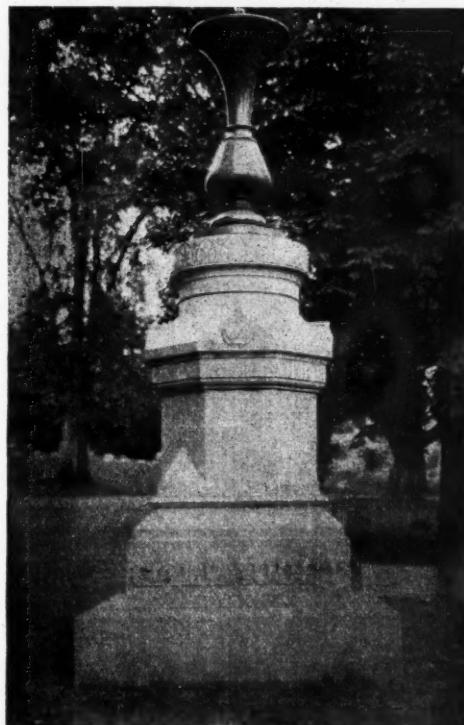
Back

Committee

PRESIDENT ARTHUR L. ROBERTS, *ex-officio*
THOMAS F. FOX, *Chairman*
JOHN B. HOTCHKISS
HARLEY D. DRAKE
JOHN O'ROURKE

Treasurers

A pilgrimage was made to the burial plot of the Gallaudet family the afternoon of Sunday, September 6th, where flowers were placed upon the graves of Thomas Hopkins Gallaudet, Sophia Fowler Gallaudet, his wife, and Dr. Edward Miner Gallaudet. President Roberts placed a beautiful bunch of gladioli on the grave of Thomas Hopkins Gallaudet as a tribute from the National Association of the Deaf.



Gallaudet Family Memorial Stone in Cedar Hill Cemetery, Hartford, Connecticut

Motion pictures were to have been taken of the various parts of the presentation and unveiling exercises, but due to rain only the unveiling of the statue and a group picture of the N. A. D. officials was taken. The other parts were taken care of the next day, September 8th. Altogether about 1000 feet of reel were used.

FREDERICK A. MOORE,
Secretary-Treasurer N. A. D.

ADDENDA

The following communications reached Chairman Fox some time after the unveiling exercises, and are appended to the Official Report because of their general interest to the members:

Dulverton Somersetshire, Eng.
20th of Sept., 1925.

My Dear Mr. Fox:—I am so sorry, your letter to me of August 6th, anent the unveiling in Hartford of the statue of my grandfather, reached me too late for any suggestions. Not until the event was over, did it arrive. My trip to England was all arranged before I knew of the date for the unveiling, and I had arranged with President Wheeler, in Hartford, that my cousin in Wethersfield, Conn., Mrs. Alice Gallaudet Trumbull Sparhawk, should represent me and my branch of the family on September 7th. As per agreement I wrote a letter of regret to Mr. Drake, to be read at that time.

I fear my silence was upsetting to your plans, and only hope
(Continued on page 74)

The Silent Worker

[Entered at the Post Office in Trenton as Second Class Matter]

ALVIN E. POPE Editor.
GEORGE S. PORTER Associate Editor and Business Mgr.

The Silent Worker is published monthly from October to July, inclusive by the New Jersey School for the Deaf under the auspices of the New Jersey State Board of Education. Except for editing and proof-reading, this magazine represents the work of the pupils of the printing department of the New Jersey School for the Deaf.

The Silent Worker is the product of authors, photographers, artists, photo-engravers, linotype operators, job compositors, pressmen and proof-readers, all of whom are deaf.

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All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith.

Article for publication should be sent in early to insure publication in the next issue.

Rejected manuscripts will not be returned unless postage is enclosed. Address all communications to

THE SILENT WORKER, Trenton, N. J.



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NOVEMBER, 1925

No. 2

Hartford

The convention of the Hartford Alumni and the unveiling of the replica of the Gallaudet statue last September is fully recorded in this issue. We have given an unusual amount of space to this affair because of its historical value. The replica of the Gallaudet statue bears mute evidence of the splendid work of the National Association of the Deaf and of the ready response of the deaf of this country to demonstrate through their gifts to the fund their gratitude and love for the founder of deaf-mute education in this country.

The Committee, who staged the affair, now face a deficit—that is, the expenses of entertaining the visitors was greater than the receipts. It would not be fair to these hard workers to assume this additional burden, so it has been suggested to offer the photographs of the statue for sale to help meet this obligation. They are mounted and of beautiful finish. A separate order costs \$2.00, payable in advance. An order for both pictures at one and the same time costs \$3.00. Please buy one or both and relieve the Committee of the deficit. Send to Michael Hamra, 64 Summer Street, West Haven, Conn.

Dangerous

The tragic death of Robert M. Robertson last month from being run down by a reckless driver of an automobile while walking along the highway with Miss Clementine Meleg in the vicinity of Trenton, should serve as a warning to the deaf as well as hearing people to keep off the roads as much as possible or run the risk of being killed or seriously maimed.

It is practically safe in the congested cities with traffic officers directing the movements of automobiles and pedestrians at cross-streets, but it is vastly different along the country roads because such safeguards are wanting. It is here that the speed demons step on the gas and run their cars at terrific speed, tooting their horns if they see anyone ahead on the road, never considering for a moment that the person they see ahead might be deaf and unable to hear the warning. The deaf are unusually alert with their eyes and watch for impending dangers, but the risk to them is just as much as it is to the hearing. The newspapers are full of such accidents.

It is much safer for the deaf to drive cars and to ride in steam and electric cars than it is to walk on the roads or on the railroad tracks, and for this reason it would be a crime for any attempts of the lawmakers to prevent them from doing so.

Referring to Mr. Robertson's death W. W. Beadell, editor of the *Arlington Observer* says: *** "But no one can claim that his deafness was the cause, for he was not of an excitable or nervous disposition and had he been in full possession of his faculties the chances are that only curiosity would have prompted his looking back even at the sound of an approaching car from the rear, and it is probable, also, that he would not have stepped aside on a road that provides no side-paths. Very few people do on country roads. This is one of the larger problems now before the State Board Commission. There is discussion of the imperative need of side-paths on much-used roads for the very reason that this accident exemplifies. Two or three years ago four high school girls, walking on the Budd Lake Road, were run down in the same manner, as they were walking arm-in-arm on the road at night; and of course there have been scores of individuals killed under like circumstances."

"Old Ironsides"

The Benevolent Protective Order of Elks has taken over the job of saving "Old Ironsides," the most famous fighting ship in the American Navy, now in a sad state of decay as she floats upon the waters into which she was rushed by her builders 128 years ago. Into every school in the country a request will be made to the children to raise \$500,000 to rebuild her as a shrine of the American Navy.

Rear Admiral de Steiguer, Commandant of the First Naval District with headquarters at the Boston Navy Yard where the old frigate is moored, is chairman of the National Committee and he has designated October 12 to 18 as "Old Ironsides" week and has asked the Elks to arrange for patriotic exercises in every schoolroom in the nation and recount the thrilling sea battles of the U. S. Frigate CONSTITUTION and the early history of our Navy.

The Elks have taken this patriotic job at the behest of Secretary of the Navy, Curtis D. Wilbur, and Exalted Ruler John G. Price has sent a stirring appeal to

some fourteen hundred lodges with 900,000 members to get actively behind the campaign and make the contact with the schools. The National Committee will hand over to the Elks 200,000 eight-colored reproductions of "Old Ironsides" and they will place one in each school to be purchased by the pennies, nickels and dimes of the school children who in turn will present it to the school at appropriate patriotic exercises.

In March of this year Congress voted to authorize the Secretary of the Navy to restore the CONSTITUTION but made no appropriation for the work. Secretary of the Navy Wilbur then requested Admiral de Steiguer to organize a committee to raise the money from the school children of the nation.

James R. Nicholson, past Exalted Ruler of the Elks, will direct the Elks' campaign from the headquarters of the National Committee at the Boston Navy Yard.

Safety Education

Actual experience having developed the fact that safety education in schools can save the lives of half of the 20,000 children in the United States that are being killed each year, the National Bureau of Casualty and Surety Underwriters, 120 West 42nd Street, New York City, recently announced as the latest constructive step in the solution of the traffic problem that it would establish three university fellowships of \$1000 each for the study of safety education. The winners of these fellowships were made known recently. Of these students, who will be working for the degree of Doctor of Philosophy, two will be at the University of Chicago and one at Teachers' College of Columbia University.

The first of the three thesis subjects is "The grading of subject matter for safety instruction in the elementary schools." Miss Ruth Strietz of North Platte, Nebraska, has been appointed to this fellowship. Miss Strietz was last year a member of the faculty of the college of Education and the Bureau of Educational Research of the University of Illinois. She will carry on her work at Teachers' College.

The second of the subjects is "The Preparation of a course of study in safety education for the use of normal schools." Mr. John A. Nietz, of Chicago, has been appointed to this fellowship. Mr. Nietz has had fourteen years of experience as a superintendent of schools and as Dean of a Junior College.

The third subject is "A study of the relative importance of positive vs. negative methods of instruction in the field of safety education." Mr. James Vaughn, of Emporia, Kansas, has been appointed to this fellowship. Mr. Vaughn was last year Assistant Professor of Psychology and Education at Central Michigan Normal School.

In explaining its founding of the fellowships the National Bureau stated:

"These fellowships were offered in order to secure expert solutions of problems which confront the Education Division of the National Safety Council in its work;

a work which is also financed by the National Bureau. The first problem is that of adapting the subject matter of safety instruction in detail to the needs of the elementary schools, the second is the general problem of organizing methods of teaching safety, and the third is a psychological research into the question of how far there is danger of developing a fear-complex in the child and into the more general question of the relative desirability of positive and negative methods of approach in this field."

The National Bureau of Casualty and Surety Underwriters is made up of the leading casualty and surety insurance companies of the country.

Guarding Against Deafness

Deafness developing in middle life very often has back of it a history of ear trouble in childhood according to ear specialists. This is the reason Dr. Malcolm K. Smith, a member of the longevity staff of the Prudential Insurance Company, is stressing the danger of neglecting earache in children. Too often uninformed parents dismiss it as "just a cold" and believe rubbing with camphorated oil or an ointment will remedy the trouble.

"Earache may be due to different causes," said Dr. Smith, "none of which will be helped by outward applications. In many instances the presence of adenoids or inflamed tonsils obstruct the eustachian tubes which, opening just above the tonsils, lead to the inner ear.

"Little children are also very susceptible to the common cold in the head. The nasal passages become inflamed, the resulting mucous cannot drain through the nasal passages and so infects the channel into the ear. It is the beginning of trouble that is very likely to manifest itself later in life. A catarrhal condition is set up that will become chronic unless prompt measures are employed.

"Children will not 'outgrow' ear trouble. It will become worse as the years go by. A chronic catarrh will develop and result in deafness.

"Deafness sometimes appears after an attack of diphtheria, scarlet fever or measles. The child should be kept under a physician's care until this has cleared up as completely as possible.

"Older children and boys and girls of high school not infrequently get ear infection from swimming pools."

Our Front Covers

We expect during the coming year to continue our front covers in color. "The Artist," in last issue, is from a tinted photograph by Albert Ballin who had an article in the Art issue giving a graphic account of his experiences in the great movie studios of Hollywood. Our present number is a two-color half-tone of the Abbe de l'Epee. Following this will be a fine three-color picture by John Stauffer and the succeeding issues will probably show some of Fred Lee's skill along commercial lines which we could not find room for in the Art issue.

Hartford Unveiling

(Continued from page 71)

you were able to get Miss Elinor Sherman for the unveiling. It happened at a most unfortunate season for our branch, as I found all my brothers were to be away on their vacation. I myself was greatly disappointed not to be present, for I have appreciated the labors of the Statue Committee, these years and all their labour of love to carry out what I knew was a dream of my dear father.

When I sailed July 25th, I thought I had safeguarded any such slip, and I hope you will pardon the apparent discourtesy.

I have been here a few days, and am returning shortly to Hampstead, near London, where I have been all summer, sailing for New York October 3d, on the minnehaha, Atlantic Transport. Hoping to see you next time you are in Hartford, I am most warmly and regrettfully yours,

KATHERINE FESSENDEN GALLAUDET.

9 Gillett Street, Hartford, Ct.

Waterbury, Ct., Sept., 28, 1925

Dear Friends:—May I acknowledge, at this present date your very kind invitation to be present at the unveiling of the Gallaudet Replica on September seventh? The invitation finally reached me in camp at Squaw Lake, New Hampshire, too late to send you any word before the event. I wish very much Mrs. Gallaudet and I might have been present. Unfortunately a long period of ill health last Spring made it necessary for me to lay aside all other plans and devote the entire summer to the slow task of getting well again. We only came down from the mountains last week, and I am now writing this belated word just so you may not think your kind invitation was entirely unappreciated, which was very far from being the actual case.

Sincerely yours,
HERBERT D. GALLAUDET.

In the belief that many members desire to compare the inscriptions on the original Gallaudet monument at Kendall Green, Washington, D. C., with those on the Replica at Hartford, we are having them appended to this report:

Front.

FRIEND
TEACHER
BENEFATOR

Right.

THE DEAF PEOPLE OF THE UNITED STATES
IN GRATEFUL REMEMBRANCE OF
THOMAS HOPKINS GALLAUDET
MARK THE CENTENNIAL OF HIS BIRTH
WITH THIS MEMORIAL
1887

Left.

BORN AT PHILADELPHIA DEC. 10, 1787
FOUNDED
AT HARTFORD THE FIRST SCHOOL FOR
THE DEAF
IN AMERICA
1817
DIED AT HARTFORD SEPT. 10, 1851

Rear.

ERECTED BY CONTRIBUTIONS FROM
EVERY STATE
TERRITORY AND DISTRICT OF THE
UNITED STATES
EDWIN A. HODGSON
President of the Association
THEODORE A. FROELICH
Chairman Executive Committee
AMOS G. DRAPER
Treasurer of the Fund

We want some rope." "I have some at \$4 a pound, also some at \$6. What do you want it for?" "To lynch a profiteer." "Take your choice at 40 cents."—Louisville "Courier-Journal."

Never kick a box of dynamite or teach fat people to dance.

If every day was Sunday we would be killed and injured soon.

There are no bigger fish in the ocean than have gotten away.



*Losi Zaragosa
Deaf Lithograph Artist of Madrid*

Windy City Observations

By THOMAS O. GRAY



NA TINY notebook a writer clings to wherever he goes is used as a repertory for material suitable for literary practice. In it is found notes of both imagination and verisimilitude. These form the romantic and the realistic narrative so often found in the various magazines placed on sale at the numerous news stands. In it can be found reminiscences of bygone days, jotted down for reportorial work, to assist the writer in recalling everyday happenings. Most of these notes were entered during the visit of old Sol to the northern hemisphere. "Them days are gone forever," may be true, but their memory languishes in this reportory. Travelogue generally fits into a possible title to stories based on travel and is conceded to be the rightful meaning to this two-hundred mile trip through the battle-scarred Fort Dearborn-Fort Wayne trail.

At the height of the season's hottest days a quartet of Windy City mutes bent upon attending a good old fashioned picnic, country style, where drumsticks and wishbones predominated, started on their journey. This was over a hundred miles from our metropolitan rendezvous and it was necessary to travel most of the way by rail. Boarding the Michigan Central's famous "Resort Special," which was patronized exclusively by resorters spending the summer months at the many beaches and inland lakes of Northern Indiana, we found it occupied, especially the seats, with golf bags, while the owners made a raid on the diner.

At Michigan City we alighted with just twenty minutes to catch the interurban train but I received orders to learn the departure of the last train for Chicago Sunday evening and walked into the depot. Somehow our signals were switched into the wrong mesh. I, understanding the others were to proceed along the way to the interurban depot, and when my mission was over I was to join them. The "Boss" of the party claimed they requested me to meet them outside the depot. During my absence the only woman in the party was seized with an appetite for sweets and the rest followed me into the depot. But this was too late to catch me as I had just fulfilled the request and stepped out through a side door, proceeding to the other depot nearly a mile distant, expecting to find them all there. In this I was disappointed; the weary looking pasteboard puncher patiently listened to my inquiries and shook his head with an emphatic "No!" Surprised as I was I boarded one of those "one-hoss" street cars to go back in search of the others. On alighting I spied the "Boss" (?) strolling across the main bridge and gave chase intending to remind him he was headed in the wrong direction. Tapping him on the shoulder brought me face to face with a burley looking yokel possessing an enviable soup strainer, "E—r-r," I stammered, "Well!" he countered, his fists resting upon his haunches. Recovering my wits, "Where's the depot?" I asked to relieve my embarrassment. Down this way," he replied jerking his thumb over his shoulder. Here I learned its the clothes that deceive, not the man, and made my way back to the depot.

In the meantime the others had entered the depot expecting to find me, but were disappointed. The "Boss" of the party happened to be the most concerned for my safety. Mathematically puzzled, his imagination afire with visions of a plot, he started a search for me. Not finding me outside he proceeded to search the interior of the de-

pot. Peeping into an ante room he spied a pair of bronzed boots protruding from under a dimly lighted corner and retired satisfied as to the real proprietor. But imagine his disappointment when out walks a stockily built buccaneer or ancient pirate of Sicilian appearance. Nervously mopping the sweat from his brow and swearing something had happened to me, with a possible murder, a kidnaping, or being struck by a fast train and placed in a morgue. The search continued all the way to the Northern Indiana Interurban depot. The agent informed him I had called there before and gone on to the South Shore depot. Concluding I had preceeded his party by another route, he ordered tickets for the balance of the party three minutes before the train was due to start. A couple of minutes later I showed up to the relief of the others.

With a silent "what the—!" greeting I snatched a ticket and swung aboard as the train moved out. Explanation took place with each side equally divided as to which was to blame. It developed the "Boss" gave me signals they would be waiting out side, while I gave him signals to proceed slowly along the route to the South Shore depot, with the understanding I would overtake them before time. The woman's appetite for candy was the innocent cause of it all. Had this not happened, I would have joined them as I sauntered out by a side door. Noting nobody was around me to start for the other station in the belief my signals were understood.

It did not take us very long to discover we were traveling in a seedy looking tramcar that bore the earmarks of bankruptcy. Consulting the folder I always carried when traveling I found we were headed some twenty miles out of our orginal route. I pulled a scrap of paper and scribbled a direct question to the conductor who nodded in accent, informing me we were due in South Bend an hour later than the time orginally planned and sent ahead by wire. The South Shore line runs direct to South Bend, whereas we were diverted to Laporte by a roundabout road. I complained of the inconvenience my wire would cause the party awaiting our arrival, but nothing could remedy the mistake after getting aboard this ancient rail rider. Troubles surround roads of this calibre like the African vultures hover over a wild animal in its dying gasps. We weren't outside the city limits before they appeared to annoy our progress. The tramcar and an auto locked horns in a dispute over the right of way that delayed us fifteen minutes. Midway between Michigan City and Laporte another delay of twenty minutes caused much merriment to us. On investigating it was found to be the conductor talking to headquarters in an old fashion telephone booth still in vogue in this line.

On arrival at our destination the party could not be found around the depot and I was sent over to the La Fayette hotel in search of our friend. Skitting up a long flight of stairs and into the office a clerk greeted me with the usual silent manner. His actions proved he was well educated in the characterstics of the deaf. I was informed our friend had returned a few minutes ago but left immediately.. We decided to go over to the South Shore Line where my wire direcced. Walking up to the North a couple of blocks I spied a large grey colored road louse lazily leaning aganist the curb and recognized it as that of our friend. strolling up to it and looking through a low-ered window into the astonished face of the driver whose features seemed to do Ubt my realty for a minute, or until



A Feast of Drumsticks and Wishbones at Klinger Lake

I began to talk. Explanations were quickly given and all was serene. An auto ride had been arranged so we jumped in taking in the famous studebaker factory employing several thousand men, the South Bend Watch Company—the watch you see in commercial art advertised frozen in a cube of ice, motored through the grounds of St. Catherine's University, and finally skirted the grounds of the far-famed University of Note Dame. This university is one of the "Big Ten" and stands in a beautiful section of Nothern Indiana, surrounded with small lagoons, agricultural fields, and stunted shrubbery. This university owns several acres of this rich agricultural lands, raising bountiful crops to feed the great number of students attending school; producing brawn as well as brains, for its famous football teams that have carried much of the gridiron glory of the Mid-West the past few seasons,—the famed "Four Horsemen" being an example.

The trip ended at a restaurant where we partook of a good evening meal with a Hoosier flavor that increased the taste. Our friend interpreted the order for us, not because we were incapable but because he was more proficient in making himself understood to the comely waitress. The fact is an eligible bachelor wised us up to the truth. Plans for proceeding to Elkhart were hatched out but we found out our train had preceeded us by half an hour, however, our friend attested to his popularity by squaring the corners of a busy street intersection and boldly walking up to a traffi cop suavely asked him directions to a bus and at the same time passing the copper a good cigar which disappeared in the crown of his hemlet. Instructed he motioned us with the curled crook of his finger to follow him. After passing several buses we came to one bound for Elkhart, climbed in and were off in a jiffy. Elkhart was reached without mishap and we were led up a stairway to greet a party of friends congregated there awaiting our arrival. The premises were inspected in a social way, after which we were bundled into another road louse and driven to a handsome home on North Riverside Drive to spend the night.

The following morning we were awakened early by the South Bend party converting the porch into a dancing paviloin. We breakfasted on the old reliable bacon and eggs with Mrs.—famous muffins thrown in. At about nine o'clock A.M. the caravan of autoists got under way bound for Klinger lake some thirty miles North

East of Elkhart, in Michigan. The excellent state road wound snake-lake through the beautiful hills, climbing them under power and coasting down with silent motor, passing numerous little "ponds" with a lone rural fisherman here and there lazily floating around while gambling for an imaginative whale but in realty a minnow. On the road between Mottsville and White Pigeon we paused at the state of Wahbememe, whose inferesting history is herewith given. You readers all know of the battle of Tippecanoe and "Mad Anthony" Wayne's pranks around this section during the great Indian wars between Forts Wayne and Dearborn.

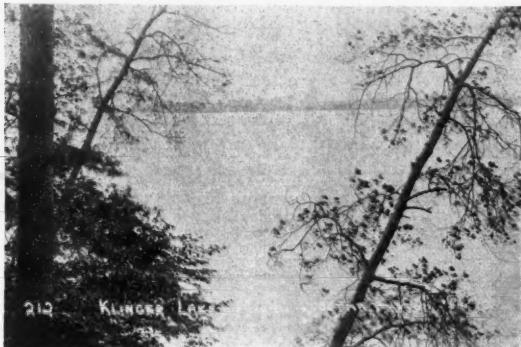
During the "one hundred year" celebration, eight years ago, in the small towns of Mottsville and White Pigeon, Michigan, situated six miles apart on the Chicago Road over the famous Indian trail between Fort Wayne and Fort Dearborn much attention was paid the tombstone of Wahbememe, which translated into English means White Pigeon. This was situated in a corner of a cornfield a few rods north of the road between Mottssville and White Pigeon,—nearer by two miles to White Pigeon and plans were then made to carve the north road, bringing the monument outside the field, into which a path had been made by curious travelers climbing the fence. As the piece of ground on which it stands was given freely by the owner, there was no delay in cutting the road about twenty-five yards wider each way and curving the driveway both sides, thus bringing the monument a few feet within it and in full view of the passing motorists. On the tombstone is inscribed:

IN MEMORY OF WAHBEMEME
(CHIEF WHITE PIGEON)
WHO ABOUT 1830 GAVE HIS LIFE TO SAVE THE
SETTLEMENT AT THIS PLACE.

The story is as follows:

"About the year 1830 the thriving settlement of Mottsville, on the banks of the St. Joseph river was suddenly awakened to the fact that the friendly Indians near by had quiteley withdrew by themselves farther east and were daily in war conference with another tribe near Fort Wayne. As these Indians had always been friendly with the Whites, little was thought of it until the friendly chief, Wahbememe, (White Pigeon as the White people called him), left the war conference at Fort Wayne and with a

couple of his own tribe hastened back to the settlement at Mottsville warning them that the Indians were on the war path, that he had been powerless to hold his own tribe to their promise not to molest the white settlers became of the stronger influence of the neighboring tribe at Fort



Klinger Lake—a Spring fed lake

Wayne, and to be ready to defend themselves against a sudden attack. That night while sleeping in the cabin of a settler the attack came—so fast and furious—that the settlers scattered quite far apart not having time to draw together and barricade themselves before all the outlying settlers were killed. The few remaining managed to put up a good attack, White Pigeon at their head. The attack though short was furious, fully one-half the settlers



Monument erected to the memory of Chief White Pigeon.
Built in a corn field just where he fell defending
the settlers

being slain, and White Pigeon, himself fell in the first attack. The Indians themselves suffered great loss and withdrew at day break, and Chief White Pigeon was buried where he fell, and so to this day lies there. The settlers erecting a crude monument in his honor, to mark his grave. This was later replaced by the present monument that stands to day. The settlement nearest to where he fell was named after him, and to day the thriv-

ing little town of White Pigeon boasts 3500 population with some of the oldest homes found in the state of Michigan."

At Klinger lake we met several other mutes from points north and east of the lake, which is a very beautiful body of water fed by springs. Though a splendid place for a summer resort it is a poor place for angling—not a fish of any commendable size has been known to be caught in its waters. Noon meal time came as the picnickers seized a long table to unload their bulging baskets of cakes, pies, and fried chicken. After which Mr. Hainline, Elkhart's



Curved driveway from main road (Chicago State Road) to Constantine and Kalamazoo to show the tombstone to the public. Before the drive was so cut, the tomb was in a cornfield, and all the deaf around this place can remember the time they had to climb the fence to read the inscription. White stone near X is where the tombstone is located. Road between Mottsville and White Pigeon, Mich.

leading photographer, got busy and took a real likeness of the group. If a pessimist comes along and says these ladies cannot cook let him try a meal there next season.



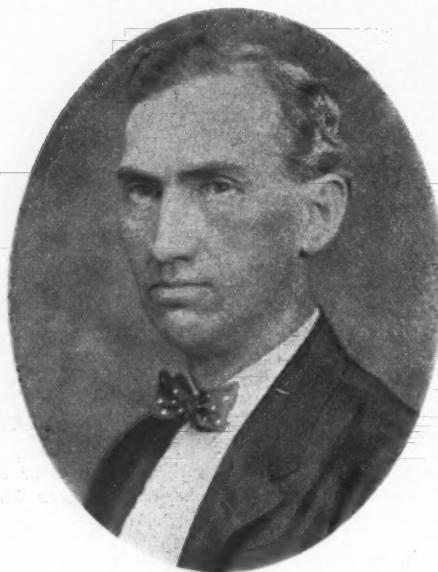
A. L. PAGE PHOTO.
Robert M. Robertson, who was run down
and killed by an automobile near Trenton,
N. J., last September.

Rev. Charles H. Williams



HARLES H. WILLIAMS, of Floyd County, Virginia, has recently taken the required examination and was ordained minister under Dr. McLean with about thirty ministers and laymen present. This was done by the Augusta Baptist Association in Staunton Baptist Church.

The Virginia Baptist Home Mission Board has been very gracious to us in sending Rev. Williams to the deaf of Virginia. We have been so much in need of a minis-



Rev. Charles H. Williams

ter. There are about one thousand or more deaf people in Virginia who have been without a real preacher to themselves until now. The deaf have been married by hearing ministers. What could such a ceremony mean to ones that are due at least an understanding of their own marriage bonds?

The hearing people have preachers and churches of their own, so we need some one we can call on at any

time; some one to keep us in touch with religion by organizing Bible classes in different parts of the state. We feel that God has blessed us.

Rev. Williams is a deaf man and has a fine christian character. He became deaf at twelve years of age. He was then sent to the Virginia School for the Deaf at Staunton, entered Gallaudet College where he remained for three years. In 1905, he accepted a position as teacher in the Virginia School for the Deaf where he taught for sixteen years. Rev. Williams married Miss Bertha Curtis of Fredericksburg. They have four children.

Rev. Williams has already started his field work and influence will be felt all over Virginia and beyond.

We thank the Virginia State Home Mission Board heartily and feel that before very long it will see the fruits of its work and God's blessing upon it.

R. AUMON BASS.

The Nadfrat Woman's Club of Atlanta, Ga.

ATLANTA, GA., Oct. 5, 1925.

Dear Friend:

In order to perpetuate still further the work of the Nadfrat Woman's Club in behalf of the deaf, not only of Atlanta, Georgia, and the South, but of America as well, the Advisory Board of the club at a recent meeting of the club decided to launch a nation-wide campaign for funds with which to erect a Club House, the first to ever be built by an organization of deaf women.

A friend in the Realestate business has promised to give to the club a plot of ground on which to erect this building.

It now only remains for the club to secure the necessary money with which to build, so we are asking that you lend your aid to this work by making a generous contribution to our "building fund." Our plan calls for a \$5,000 structure. We now have a small amount of this sum in hand. **MAY WE COUNT ON YOU TO HELP PUT THE AMOUNT STILL NEEDED OVER WITH A BANG?**

The names of all organizations or individuals contributing \$25.00 or more will be preserved on a bronze "Memory Roll" and placed at the entrance of the



1875—Fiftieth Anniversary—1925 *The Central New York*

building as a lasting memorial to all these who assisted in the erection of the building.

To assist in this building will fulfill a double purpose, for beside helping a cause which appeals to the sympathetic interest of every loyal deaf person in America, it will be the means of providing a concrete memorial that will serve forever as an inspiration to all deaf people banded together for love of our class.

WE ARE COUNTING UPON YOU—DO NOT FAIL US!

Any amount, no matter how small or large, will be gratefully received and promptly acknowledged, and the names of all these who give will be published from time to time in the *Deaf-Mutes' Journal*.

Make checks payable to Nadfrat Woman's Club "building fund" and mail to Mrs. J. G. Bishop, Treasurer, 245 W. Fifth Street, Atlanta, Ga.

MRS. C. L. JACKSON, *Acting Secretary.*

Resolutions of Respect

WHEREAS, The members of New Jersey Deaf-Mutes' Society, Inc., have learned with sincere sorrow of the death of their beloved brother and member, Fred Donus, be it

Resolved, That in his death this society has lost an earnest and devoted member and an efficient worker in the enlargement of its patriotic principles.

Resolved, That while we bow to the Will of the Most High who doeth all things well, yet nonetheless do we mourn most sincerely the loss from earthly companionship, a true friend and man.

Resolved, That we extend to his family our sorrow and sympathy in their bereavement.

Resolved. That a copy of these resolutions be spread on the records of New Jersey Deaf-Mutes' Society and a copy of each be send to the family of the deceased, THE SILENT WORKER and the *Deaf-Mutes' Journal*.

Resolution Committee:

EDWARD BRADLEY, *Chairman*

ALFRED SHAW, *President*

ISAAC LOWE, *Vice-President*

H. C. BRENDELL, *Secretary*

A. L. THOMAS, *Chairman Board of Directors*

T. McMAHON, *Financial Secretary*

The Southern Boom

BY A. R. CASEY.

Tell me not in mournful numbers
That Florida is full of gloom,
For a man's a crank who slumbers,
In these bustling days of boom!

Life is real. Life is earnest
And the "tombstone" is not its goal;
Every dollar that thou turnest
Helps to make the "Flaboom" roll.

Not enjoyment and not sorrow
Is your destined end or way;
If you have no money—borrow—
Buy "a corner lot" each day!

Lives of great men all remind us
We can win important fame,
If we have the "lots" behind us
We will get there just the same!

In the world's broad field of battle
In the bivouac of life,
Let us make the "coppers" rattle;
Buy a "corner" for your wife!

Let us, then, be up and doing
With a heart for any fate,
Still achieving, still pursuing,
Buying early—buying late!

The evangelist was entreating his hearers to flee from the wrath to come.

"I warn you," he said, "there will be weeping and wailing and gnashing of teeth."

At this point an old woman in the gallery stood up.

"Sir," she interrupted, "I have no teeth."

"Madam," said the evangelist sternly, "teeth will be provided."

Silence is a great virtue, it covers folly, keep secrets, avoids disputes and prevents sin."—Wm. Penn.



Institution for Deaf-Mutes, Rome, N. Y., June 13, 1925

Some Impressions of Wembley

FROM THE DEAF POINT OF VIEW

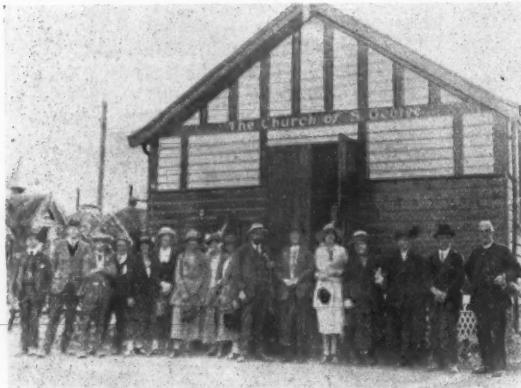
By "Hodman."



URING the last two summers we have been able to pay several visits to Wembley British Empire Exhibition, both for reasons of business and pleasure.

As deaf workers we naturally studied things from that side and give some of the conclusions formed in the course of these notes. There were not many exhibits dealing with the deaf; one was a theatre bill advertising a play about Abbe de l' Epee and the Dumb Boy, performed at Drury Lane about 1804. It was in the Palace of Arts 1924.

Another was the Church of England Zenana Mission



The Church of St. George, South India

model of school for the deaf at Palamcotta, S. India, which was in the Indian Court and was of very real value from the point of view of missionary propaganda in its very widest and best sense. If only people could realize that the whole exhibition was missionary and had an influence for good or ill and that we are all missionaries and that missionary work is not confined to usually termed "religious circles," what progress we should make. So often the missionary problem is looked on as something that only concerns church or chapel, and those who are missionaries are in far-off lands instead of including us all who are each missionaries for good or ill. This exhibition surely teaches us that missionary work is at home and must radiate from home and throughout the world. An exhibition such as Wembley cannot fail to widen us all and extend our knowledge of other lands and their folk and customs. For the deaf it was specially valuable, as so much could be taught and explained through the eye. Yet, at the same time, experience proved that big parties of folk were apt to get lost and people did better to go in small groups of two or three rather than twenty or thirty if the best results were to be achieved. Several opportunities were given by the officials of St. George's church and rest room and the Canadian Government for Deaf Life and work to be made known to the general public.

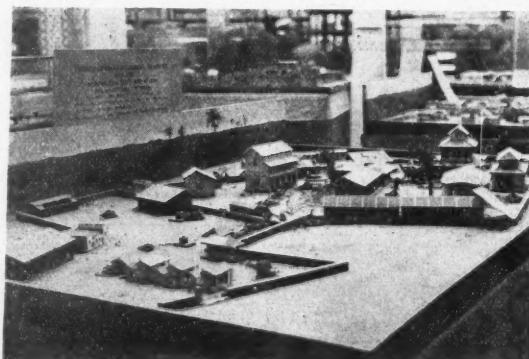
Tuesday in Bank Holiday week, 1925, was kept by the above officials as Guild of St. John of Beverly demonstration day, and helpers who attended included the Rev. W. Raper (Warden), Mr. A. J. Storey, N. I. D.; Mr. F. Chidey. The rest room staff and officials of the Sunlight League, who lent their hall for two lantern

lectures during the evening, the writer and members of his staff, etc. Services of Intercession were held in St. Georges Church, Quality Street. Talks on the work were given both with and without slides by Rev. W. Raper (in church), Mr. A. J. Story and the writer in the Hut and Hall. The black and gold pamphlets of the Guild, N. I. D., and other data were distributed to passers by and at four and eight a cinema film was shown each day throughout the week, lasting thirty-five minutes, dealing exhaustively with the Belleville Deaf School, Ontario, Canada, in the Canadian Pacific hut, and was explained at each performance by Messrs. A. J. Story, E. Bolton, E. Bates James and the writer, and American Swedish, English and other deaf educational papers were given to members of the audience as they left the hall. Cordial thanks are due to the Canadian Government and that of Ontario for their splendid help in this big experiment, which got the work before about two hundred members of the public twice daily throughout the busiest week of the year.

The most interesting exhibits struck us as being the Australian, Canadian and Engineering and Government buildings and this year the Railing Exhibit was specially good. The free cinema shows were of special value to deaf folk and to watch all the processes of cotton, for example, or take tours through Africa, or see the story of the Zebrugge Raid, were of untold value, the more specially as the films in all cases were of great educational value and not of the usual mixed and patchy character that one encounters so often in so many cinemas to-day.

The gardens and general lay-out, too, could not fail to impress the eye and give new ideas and widen the outlook on life; and the night illuminations again were a real joy to watch.

Many of the Schools and Missions arranged summer outing and journeys to the exhibition and must have



Model of the School for the Deaf at South India

been amply repaid for the organization and outlay involved and much new matter for school hours must have been acquired for future use.

The International character of the exhibition also did good in bringing to Great Britain several workers from overseas who had not previously seen our work and thus we had a good chance in both years of getting to know the view points, aims and ideals of many varied nationalities and they our—to our mutual advantage, resulting in the formation and strengthening of many friendships.

The exhibition as a whole struck us as being better this year than last and the benefits derived were very great and fully appreciated by all whom we met who had been and by no means least by the writer himself.

WASHINGTON-1926 N.A.D. CONVENTION

By Henry J. Pulver

WASHINGTON *the GLORIOUS*

AHUNDRED years ago the Marquis de La Fayette, accompanied by the great French Engineer, L'Enfant, stood upon the heights of Arlington, and looking out across the Potomac, surveyed the site selected for the Capitol of the nation he had fought to free. "It is wonderful," he exclaimed. "It is magnificent! A hundred years from this day it will be the most beautiful Capitol upon earth."

Today, could that distinguished Frenchman view the City of Washington from the same vantage points, his enthusiasm and admiration would be quickened and intensified. His wonderment would know no bounds. For LaFayette gazed upon Washington from the slopes of Arlington, our Capitol City has grown from an insignificant village of ramshackle buildings set in a morass of the mud and weeds, into a great city of stately avenues and magnificent buildings. It has faithfully followed out the splendid plan conceived by L'Enfant, and guided by his great vision, has developed and unfolded into a thousand fairy vistas that strike the beholder with awe.

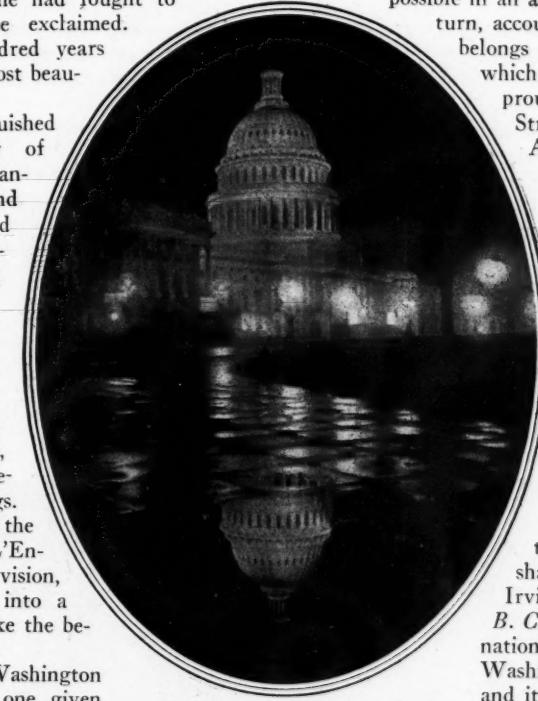
Among the world's cities Washington is unique in being the only one given over wholly to the activities of government. It possesses no factories or industrial establishments, in fact, is forever protected against their encroachments by legislative enactment. Here there are no sweat-shops, no tenements,

no slums, no "tenderloin," no dirty streets, no "alleys." The atmosphere of Washington is free from that blanket of smoke and soot that is the bane of other great cities. Here, a white building remains *white* almost indefinitely, and the foliage attain soft, delicate, elusive tints impossible in an atmosphere less clear. This, in turn, accounts for the unique charm that belongs to Washington alone, and of which every American should be proud.

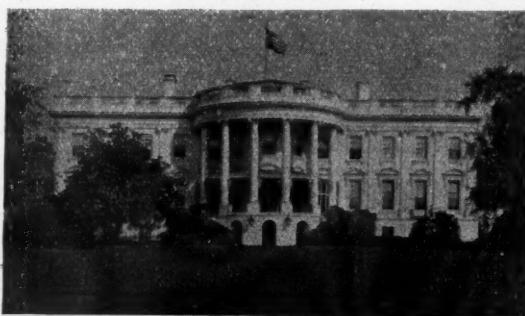
Strangely enough, however, we Americans have hitherto given too scant heed to the splendors of our Capitol. Too frequently we have regarded it merely as the center of our politician action, without fully sensing its significance and its importance as one of the mightiest factors in the world's civilization.

But the World War proved the starting of the tide. It brought countless Americans into contact with the glories of their Capitol City, which 'ere then, had been to most of them a name, a shadow, a tradition, epitomized by Irvin S. Cobb as "Washington, B. C." Since then, the eyes of the nations have been focussed upon Washington as upon no other Capitol, and it is rapidly coming into its own as one of the most beautiful cities in the world.

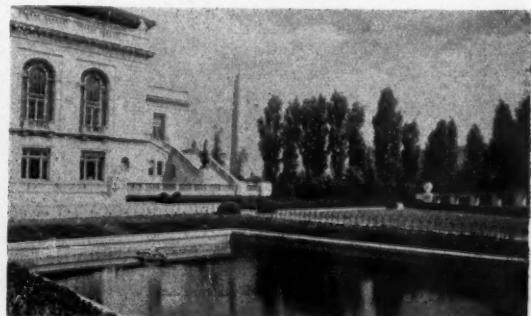
As the visitors to Washington views the great avenues, shaded with overhanging trees, he is greatly impressed, but he is still more impressed as he



The Heart of Washington U. S.
Capitol by Night



South Portico of White-House



Photos by Austin

Rear of Pan-American Building

notes the dignity and simple beauty of many of its outstanding buildings.

The far-famed Capitol, flinging its dome out boldly against the eastern skyline of Washington, and visible from almost any place in the city, brings a thrill to the beholder. The classic Treasury Building, with its



Photo, by Austin.
Cherry Blossom Time in Washington. Lincoln
Memorial in distance.

mighty Corinthian columns, the superb Lincoln Memorial, the soaring shaft of the Washington Monument, the delicate fabric of the Cathedral, towering above the heights of Mt. St. Alban to the west, the unpretentious but strangely appealing White-House,—all register the everdeveloping and advancing growth of our people in the arts of Peace.

To the deaf visitors, Washington possesses an especial appeal, for it is here that many of the forces effecting his intellectual, religious and social advancement have their being. In Gallaudet College, set upon a picturesque campus, known as Kendall Green, Washington has the only institution in the world for the higher education of the deaf. Many of the great leaders of the Deaf in

education and religion are graduates of the Academic Department of this college, while a majority of the leading executives and teachers of our schools for the deaf are products of its Normal Department.

Well has the city of Washington been called the "Shrine of the Nation," for there may be found as in no other city on this continent those things that fire the imagination and that satisfy the yearning for the beautiful.

But why go on? Should we attempt to do justice to the glories of Washington, we would simply get tangled up in a mass of incoherent superlatives. For Washington has upon the imagination the effect of wine, a wine that arouses mellowness and enthusiasm, and that paints everything in soft tints of gold and rose.

Now we will leave it to you, to you N. A. D.'s who are to be our guests during the convention. You are to be the court of final resort. We will leave it to you to decide whether or not we are in the throes of a nightmare superinduced by something stronger than 2.75, and are telling things "what aint so," or whether we have grossly understated the case. You are to have the final say in the matter, and we want you, all of you, to come to Washington, and climb up on your hind "laigs" and says it.

THE WASHINGTON CONVENTION

What we have said above is preliminary to the reminder that the next Convention of the National Association of the Deaf is to take place in Washington. You have heard about it before, but we are going to keep on telling it to you. We want you to cut it out and paste it in your hat, and make up your mind that you will be among those present, even if you have to break a few miscellaneous arms and legs and necks in getting here. Washington is going to give up the swang-dangledst time you have ever experienced. Now get the dates straight, August 9-14, 1926.

1926—ON TO WASHINGTON—1926



GRADUATING CLASS, KENTUCKY SCHOOL FOR THE DEAF, 1925.

Standing, left to right—Vertie Louise Johnson, Margaret Eleanor Houston, Midred Courtney Browning, Daisy Opal Rainey, Myree Verona Thurston, Zedock William Embry, Talitha Cuma Huff, Helen Madalynne Wood, Elvie Mae Vaughn.
Seated, Left to right—James Fouche Royster, Jr., Vardiman Benjamin Masters, Richard Allen Hay

THE ARGONAUT

By J. W. Howson

HE CALIFORNIA ASSOCIATION of the Deaf held its convention as per schedule in Oakland from July 1 to July 4. The high light of the convention was the publicity it attracted. To start the ball rolling there was the address given by state superintendent of schools, Will C. Wood, at the opening session of the convention. As superintendent, the state school for the deaf is directly under control of Mr. Wood. He is the official head of the school and in an address of considerable, he outlined the general policy of the school as regards financial management, methods of instruction. Mr. Wood may have been inspired by the audience that greeted him, for he looked down upon as fine a body of two hundred deaf people as probably ever assembled in California. Throughout the audience there were scattered here and there products of day schools for the deaf, and though these schools are more or less under the control of Superintendent Wood, he did not discuss that phase of our state educational system of instructing the deaf.

Naturally the address of Mr. Wood attracted attention to the convention in the public press, but the address of Mrs. Howard L. Terry on the conservation of hearing attracted even more. The following clipping, though far from being exact in its details, is probably as good as any that appeared:

TALKING BY SIGNS TO SAVE EARS URGED

"The subject of conservation of hearing will in time receive more attention than it now gets," Mrs. Terry said in delivering the annual presidential address in the municipal auditorium last night.

"One powerful factor in bringing this about would be our conventional sign language. Let people learn it; have a department for teaching it in schools and colleges. Then let them use it in noisy places instead of shouting to make themselves heard and straining their ears to catch what is said and they will at once feel a relief and benefit. Once the advantages of a noiseless communication are realized it will then be the means of removing much objectionable and unnecessary noise.

Then shall mankind awake to one of the greatest blessings it has ever known.

"The popular belief that speech and lip-reading is the salvation of all the deaf is to be regretted," she said. "By means of sign language we, the deaf, have platform speaking, lectures, sermons, plays, etc., which lip-reading cannot give us. Besides, it is the manual method of communication which removed completely all sense of isolation from the deaf."

* * *

Mrs. Terry's address inspired an editorial in the largest daily on the Pacific coast. The editorial, which makes up in sentiment what it lacks in knowledge of the deaf, is reproduced. Looks like the editor agrees with Mrs. Terry, or something.

THE SANITY OF SILENCE

"Into this rushing, roaring life of ours comes Mrs. Howard L. Terry, president of the California Association of the Deaf, to tell East Bay of the peace and sanity of silence.

"We who are unable to hear," she says, "are more at peace, more sane, better off than others."

"Thus she reminds us of the enormous burden of work imposed by this noisy age on those two minute membranes, supersensitive and infinitely delicate, which all day long and far into the night must loyally convey to the mind the tumult of the streets, marts and forums.

"And we, who listen and witness somewhere within and behind all these complex nervous systems of ours, know that by this tumult the quietness called "Peace" is driven hither and thither like a bewildered bird to be bruised and beaten.

"In the vast pandemonium we suddenly feel distracted and forlorn as Mrs. Terry arouses our yearning for this mystery, "peace," who is the mother of sanity and all good thoughts, the builder of character and the chateleine of Beauty's castle in the mantle known as "The Happiness of Silence."

* * *

Evidently some one sensing danger in Mrs. Terry's remarks took a fling at the convention proceedings, by asserting through the press that the deaf were opposed to



Pleasant affairs in connection with the convention were the many social affairs partaken of by small groups. Here we have an outing on the shores of the broad Pacific, a congenial crowd of friends gathered once again from all sections of the state.

the combined method as used in th state school for the deaf, et cetera. Nothing could be further from the real asserting through the press that the deaf were oppoed to the combined method as used in the state school for the state of affairs. The deaf in attendance at the convention were 101 per cent behind the combined system. Furthermore the co-operation of the school with the convention was perfect. The school management did everything possible to make the July 4th picnic a success. This picnic was held on the school grounds under the auspices of the Oakland Silent Athletic Club. The school dining room was turned over to the guests of the luncheon and dinner. The school chef and several employees were in attendance throughout the day. The swimming tank, filled for the occasion, was crowded with bathers. The magnificent gymnasium was well



Pleasant affairs in connection with the convention were the many social affairs partaken of by small groups. Here we have an outing on the shores of the broad Pacific, a congenial crowd of friends gathered once again from all sections of the state.

filled during the evening with interested spectators to the boxing and wrestling contests. The smooth floor attracted many dancers. There was a queen contest in the evening and various games in the afternoon. Charles Keeler, nationally known poet and managing director of the Berkeley Chamber of Commerce, addressed a gathering of more than three hundred assembled on the campus. Altogether it was a glorious fourth.

* * *

Mr. A. W. Patterson, the bantam chairman of the local committee, developed more energy than a one-armed bill poster. From the Oakland Chamber of Commerce he obtained for three nights use of one of the halls in Oakland's big auditorium, incidentally setting back the C. of C. \$25 per night. The free refreshments on opening night, of which there was plenty for all, the free entertainment at Dora Park, and other incidentals, came out of the \$100 contributed to the convention by the Oakland Chamber of Commerce. The free performance at the Oakland T and D came directly from the theatre management.

* * *

Miss Delight Rice, daughter of deaf parents and of long experience in the instruction of the deaf, acted as interpreter at the convention and stuck to the job from beginning to end, even through the dinner given at the Hotel Stewart, San Francisco, several days following the convention. This dinner, which started out as a private affair, threatened to develope huge proportions, so the list was closed when the half hundred mark was reached. Of late years the deaf have held several ban-

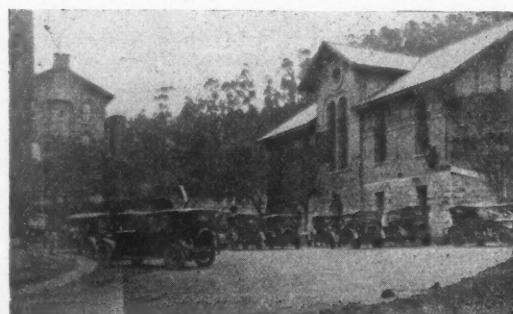
quets at the Stewart, always retaining the room until East-siders are compelled to make a rush to catch the last boats home.

* * *

Mr. Leslie Elmer, a California boy, though for years past an instructor in several schools for the deaf in the east, not only delivered an address on opening night but was also an interested spectator. He was furthermore busy in convincing his wife, a product of the east, that his tales of California were founded more upon fact than imagination. In truth, Mr. Elmer himself was much surprised at California's growth during his absence, and he was constantly revising his knowledge of local geography in order to find his way about.

* * *

The University of California, while not directly amenable to state officials, is nevertheless a state institution. Its graduates number more than 20,000. Naturally, amongst these numbers there are always many who are members of the state legislature, and when the university seeks state aid it depends in a great measure upon the influence its alumni can exert. But until recently none of its alumni received official recognition as members of the Board of Regents, the governing body of the university. Of course there have been many members of the Board who were also graduates of the university, but they were selected as individuals representing various phases of civic life in the state, and not as members of the alumni body. This state of affairs naturally did not prove pleasant to a large and influential alumni association, so they had passed a regulation that the president of the alumni association of the university was *ipso facto* a member of the Board of Regents. So that's that, and now when the matter of the policy of the university is up, the question is always more or less, "What do the alumni think?" This brings to mind the fact that the head of public instruction in the state addressed the deaf as to methods and policies of instructing deaf children. Such close contact would have been almost unthinkable several decades ago. I venture to predict that the time will come in this broad land of ours when such policies will not only be outlined to the deaf



Only a portion of the numerous automobiles, which brought nearly half of the four hundred merry-makers to the Cad-Osac July 4th picnic.

but the advice of the latter sought and followed. As to affairs concerning the deaf the question, "What does the public think?" will be superseded by the query, "What do the deaf themselves think?" The deaf must demonstrate to the general public that they are worthy judges of themselves and the public must be educated to this fact. Only through publicity can this state of affairs be accomplished and out of the west this publicity may first spring.

* * *

Where Are the Volunteers?

By MILES SWEENEY

HOW is it that the deaf in the United States are still far from being properly organized? They are not making the best of their possibilities. The raw material is there—we are between fifty and one hundred thousand strong, distributed over the broad expanse of a country boasting an area of nearly 4,000,000 square miles.

To bring that vast number together in some artificial way has ever been a pressing problem. Though it is strictly within the bounds of the possible, we have yet to see the day of accomplishment. True, we already have a national association; but it is as yet in name only. An association that is truly national must compose at least a majority of the total number of individuals in a nation.

Why the majority of the deaf of the United States have not yet seen their way clear to form into an organization for the purpose of adequately protecting their common interests is puzzling, to say the least. Perhaps psychology can furnish an explanation; it may be the deaf have developed negative habits of mind. They receive too much supervision, too little opportunity for self-direction, and the effects have persisted beyond childhood.

But be the cause of our inertia what it may, let us suppose that 50,000 deaf persons are already formed into a national association. Assuming that the dues be, as at present, 50 cents annually per member, the total would amount to \$25,000, which may be used as follows:

Annual salary of President	\$ 3,000
" " " Vice President	1,000
" " " 2nd Vice President	500
" " " Secretary	2,500
" " " Treasurer	2,000
" " " Attorney	2,000
Clerical help (3 clerks at \$1,500)	4,500
Office rent per year	1,000
Printing and stationery	2,000
Traveling expenses	500
 Total	 \$19,000

That leaves a surplus of \$6,000, which may be reserved for incidental expenses or investment purposes.

Certainly \$25,000 would be more than sufficient for all present purposes; but if a 50,000 membership could not be obtained, the same sum can be had with half that number of members if the annual dues be increased to one dollar per member, surely a cheap investment considering the many benefits one would get in return. (Most everything has gone up, but N. A. D. dues have remained stationary). It only requires the price of a box of candy to have one's rights protected.

Unencumbered by other business and assured of an ample salary, the officers will give full time to their respective duties. The attorney will take care of our



Miles Sweeney

legal problems and the clerks will attend to detail work. Into the headquarters will flow everything of interest and importance to the deaf, which will then issue out in finished form to be distributed the country over. The public will thus be enlightened on everything regarding us deaf, and this will react to our benefit.

To complete the general sketch of what I conceive to be a properly equipped machine for the purpose of looking after our common interests, every state should have a state branch and several local branches of the national body. The locals are to combine during the state convention to elect a delegate to the national convention. Said delegate is the authorized representative of the deaf of his

respective state, and is also the connecting link between that state and the nation. In this way 48 delegates (one from each state) will provide equal representation in the national convention, and are all that is sufficient to do the business. New Jersey is already fulfilling this requirement and it is not at all encouraging to her to witness the fact that while she goes the trouble and expense of sending an authorized representative to the national convention, other states omit doing the same.

For the deaf to have their rights adequately protected it suffices that they made up their minds to unite. If, however, they choose to remain in their "caverns," that is their privilege; but they will have no one to blame but themselves if their rights are scattered to the four winds.

Boston man was jailed for kissing a girl before they had been properly introduced.

The new talking movies will be an improvement over the present kind where the audience does the talking



W. S. Johnson, for over forty years a teacher of the deaf at the Alabama School, Talladega, died July 11th. He was very popular with the deaf, as shown in the accompanying picture taken with his friends at the Athletic Meet in his honor Feb. 16, 1912. He was one of the best shots in his part of the country, having won in his younger days, many honors in shooting tournaments.



WITH THE SILENT WORKERS

By Alexander L. Pach

LAME BRADY.
BATHE is, it's his idea to run off some memoirs, and he expressed the wish, and wished it on me as long ago as February. Some of the l. p. f. are running reprints of items of interest of twenty and twenty-five years ago, so I'll start with one much further back.

Now you can go on with the story.

Forty years ago, next Washington's Birthday, the Bostonians under the late George A. Holmes held one of their frequent "levees." Bostonese always called them "levees," where New York says ball or reception. Mr. Holmes, always a leader in Boston, wanted to treat his New England constituency to something new, and deciding on giving a New York tint to the affair, he invited Messrs. Hodgson, Fox and the writer to manage the show. The party went on the good old steamer Pilgrim of the Fall River Line, and had for company Prof. W. G. Jones, who was to figure in the role of entertainer, and Messrs. I. N. Soper and W. Lacy Waters, both then bachelors, very much interested in seeing the famed New England girl on her own heath.

It was a fine affair, and drew many from other of the New England States, but the point of the memoir is in that though this all happened forty years ago and all the participants may have passed on before this actually reaches print, at the time this is written Messrs. Hodgson, Fox and Jones, then, as now are still actively engaged as educators in the same school that they gave their endeavors to then; Mr. Soper, twice widowed since is taking life easy at the Gallaudet Home and Mr. Waters, also widowed since, lives a retired life on his California acres, and the writer pursues the somewhat uneven tenor of his way in the same pursuit that he labored in then.

The steamer Pilgrim was commanded that night, as it was for many years, by Captain A. G. Simmons, one of the most popular and longest lived commanders the Fall River Line ever had. The steward was David Washington, who, with his brother, were the only two colored stewards in the service, and both were masters in their line and the cream of the travelers—millionaires, politicians, senators, governors, merchants—all alike were glad to shake hands with the Washington boys when they traveled on the line.

When the deaf travelers were being served their dinner that evening, who should enter the dining room but the famous General Ben Butler, aided by the valet that always accompanied him. This was only a little over twenty years after the hero of New Orleans won his undying fame, but he was then a very enfeebled man. Prof. Jones afforded some merriment for the passengers at our table by giving a capital take-off on the General's mannerisms.

The belle of the levee was a wondrously beautiful girl, not entirely deaf then, and she was the belle of many more

occasions, but now has two beautiful daughters who re-enact their mother's old-time popularity, and the lady herself, after all these years, is still a beautiful woman but who she is and what city she now graces, still as a leader, gallantry does not permit me to state.

And only because it concerns New England and Long Island Sound steamers, here's another Brady-requested memoir. In 1894, the New England Association convened at Worcester, and quite a merry party of New Yorkers went up on the New London Line steamer City of Worcester. At the close of an unusually fine meeting, the New Yorkers left Worcester by train for New London, and the New Yorkers were made happy by reason of the fact that Editor Hodgson of our party was to be met at Putnam by the boat train from Boston, which picked up the section from Worcester at that point, having abroad Mrs. Hodgson and her two little daughters who had been spending some weeks at Auburndale, Mass. The writer, who had been over the route many times, and indeed held a pass on the old N. Y. and N. England R. R., now a part of the N. Y. N. H. and H. R. R., hopped off the Worcester section and on to what he thought was the Boston section with the idea of being the first to locate Mrs. Hodgson, BUT, it wasn't the Boston section he hopped on, but the section for Hartford, Conn., and he wasn't aware that he was on the wrong train until he noticed the speed of the train, and the conductor coming through lifting tickets.

They had a fine and jolly party on the City of Worcester that night, and planned all the various jibes they could think of for this writer, and this writer, having reached Hartford at near midnight, a train brought him to Grand Central at five in the morning in ample time for him to breakfast and proceed, hatless and sheepish, to the foot of Watts Street, and plant himself on the pier head so that when old Capt. Lamphear worked his ship into her berth, the deaf passengers were lined up where they saw the harmless one grinning much against his wishes, but feeling a bit better to know that his baggage, particularly his camera and convention plates, had been brought along. This incident happened thirty years ago almost, and the lesson was learned never to place foot on a train till absolutely sure where it was bound for. The little Hodgson girls referred to are both married now, and one of them has a son in college.

And following up the Brady idea, I'd like to divest what follows from the personal element involved, but since I cannot, it can just go to show how a deaf man, ous "come-back." It happened over a dozen years ago. I "come-back." It happened over a dozen years ago. I was a small link in a business chain, and part of my duties consisted in making up the schedule on estimates made by others, and, after checking up, increase or decrease the rough estimate given as "about such and such a sum," or

not more or less than fixed sums. There were two others who responded to calls for estimates, and they brought the prospective jobs to my desk for calculation and revision. Very rarely was I called on to go out and view the proposed work, as of course the going would be a bit rough for a man in my position, with no ability at all as a lip reader. There were occasions though when it was necessary for me to go out on this or some kindred business, and busy men though they were Mr. Geo. B. Cortelyou, when secretary to President McKinley, and Mr. Wm. Loeb when secretary to President Roosevelt, though both might have turned me over to any number of assistant secretaries at the White House, did not, but courteously wrote down all that was necessary, and both added pleasantries for me to carry in memory's storehouse. Incidentally, the first named is now the head of one of the greatest of New York's vital industries, and Mr. Loeb is an executive with a corporation whose finances run into many millions of dollars.

Now to the "whyness" of the tale.

Just about a dozen years ago, the telephone girl in the establishment I was then with sent me a written message stating that a large concern down town wanted some work done, and had asked that someone be sent to make an estimate, and neither of two of our force to whom such duties belonged were in, and would not be that day, so it fell to my lot to handle the commission from its inception. Instead of in its secondary feature, an office boy showed me into a gorgeous office, and a pompous secretary looked at my card, threw it on his desk as if it annoyed him, though he had sent for me, and busied himself with 'phone and other calls, and at end of probably half an hour turned to me with a "Well, what in blazes do you want?" look (I am using the word "blazes" where a much stronger but less polite word would apply better) and I told him if he would very kindly write out briefly what was wanted I would be glad to give the estimate, and I apologized for my deafness in the manner deaf people sometimes are forced to assume, as if their deafness was a self-wrought crime that must be apologized for, and explained that if they had not been in such a hurry, the next day would have brought some one that he could converse more freely with and smoothen the matters. I think he yelled out each word as he wrote on a pad:

"Send some one down that can hear. I am too busy a man to bother writing to deaf people."

As he got to this point a much less important appearing personage had entered the room and took his seat at what I saw was the executive's desk. He looked surprised at his secretary's show of indignation, and motioned for me to come over to his desk, and when he found I could not hear, instead of speaking to his secretary, asked me simply what was it I had come for, and I explained briefly, whereupon, picking up a scratch pad he motioned for me to accompany him pointing out what work he wanted done, after which I gave him the figures and he added "Very satisfactory, thank you, go ahead."

The firm is still doing business, and the courteous executive still the head of the concern as the Chairman of the board instead of president, and the floriant secretary who was "too busy to write a few words," but not too busy to be positively insulting, is today, or was last summer, going the rounds of the big office buildings here in the Wall Street district of New York where this writer labors, trying to sell typewriter supplies. I know because he called on me, and I recognized him at once, and he remembered me, too, because he cut his business

short, sharp and quick. I think this story should have some sort of a head line, but I think some one else could supply it better than I can, but I couldn't glory in the man's altered sphere in life, but could only conjecture that he took himself too seriously, and that's why instead of going up the steps to high spheres, he went down the ladder to the office to office selling position he now has, and more than likely deserves. ◆

Just because it is pertinent, I want to tell of another executive that I knew when he was in a relatively humble sphere. First business relations, then very real friendship since maintained brought me in contact with a most lovable man who was secretary to the vice-president of a railway company, and a most efficient one, too. His training for the place was an unimportant station way out in the country where as a boy he made fires, handled freight, and was ticket agent, express agent, railway mail agent, etc., but the schooling was better than any college could give him, for he is now secretary and treasurer of the company with a salary running into many thousands a year, and while there were many contributory causes to his getting to the top, one of them I know was in his never failing courtesy to every one, and I experienced it in many and many a conversation that, on his part was all written out for my benefit, though he could condense words through a shorthand system of his own devising, acquired through his facility as a telegraph operator, for that was one of his activities that came under station agent's duties.

Way down deep, perhaps we will find a recompense in what deaf people have to go through with in this world from the opportunities given us to get deeper penetration into the people we meet through what we can learn from the way they write, the spirit in which it is written, and what is said.

And to show the very antithesis of the spirit shown by the ill mannered secretary overwhelmed by the mistaken sense of his own importance that I mentioned above, I am reproducing a letter that marks the other extreme, and though the letter is personal, it came from one of the most important, and very busiest of Wall Street bankers, one of the busy type who, ordinarily, have no time to mix any sentiment with the daily grist of business, often involving millions of dollars.

The banker's firm occupied quarters in the same building a deaf man had his work shop in, and invariably when the great man gave the insignificant (relatively speaking) deaf man commissions to execute, he always showed real appreciation of the deaf man's efforts to please, and repaid by bringing or sending his friends to be served by the deaf man. When the holiday season came the deaf man sent the banker a Christmas card, which he did not think would get past the banker's secretaries, and with the coming of the New Year the deaf man sent out New Years good wishes to both personal and business friends, and the second day of the New Year brought the deaf man the following letter, which is edited only to eliminate the name of the writer of the letter, and the name of the person to whom it was addressed:

My dear Mr. —

If the very little attention which I have been able to show you in the last year has given any pleasure, the generous acknowledgment which you have repeatedly made and which is again illustrated in your Christmas card, has brought far more to me than you realize.

I often think about you up there working, working with such cheerfulness in the face of the handicap which I know you la-

bor under, and I can tell you that you have been to me a source of continuous inspiration, for, blessed as I am with all of my faculties, I have not brought into the world that evidence of heroism, that spirit of effective accomplishment which marks your career, and I want to express at this time, as I have before, the great admiration which I have for you and the respect for you which has sprung out of that admiration.

Whenever you have the time, drop down to see me. I am on the second floor of your building, and I assure you that it will be a pleasure of a very real sort to have a word with you whenever you feel so inclined.

I wish for you all of those things which your heart desires, and remain,

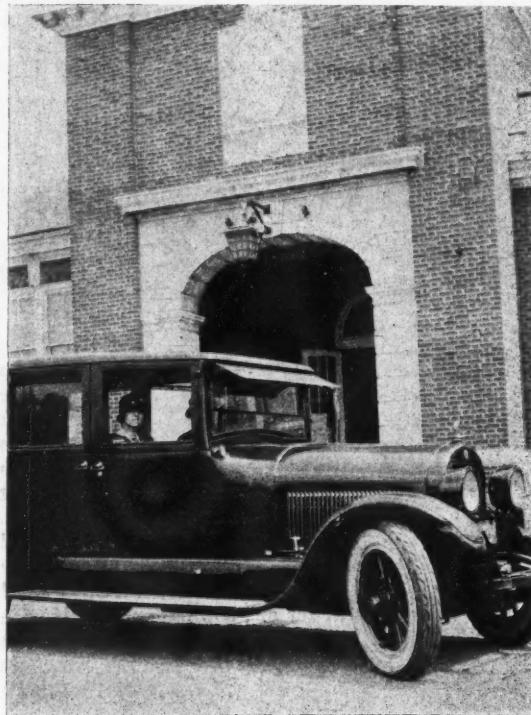
Always sincerely yours,

All the mean and petty humiliations that deaf people are forced to endure at the hands of mean and petty hearing people are brushed away by the receipt of one such letter of appreciation.

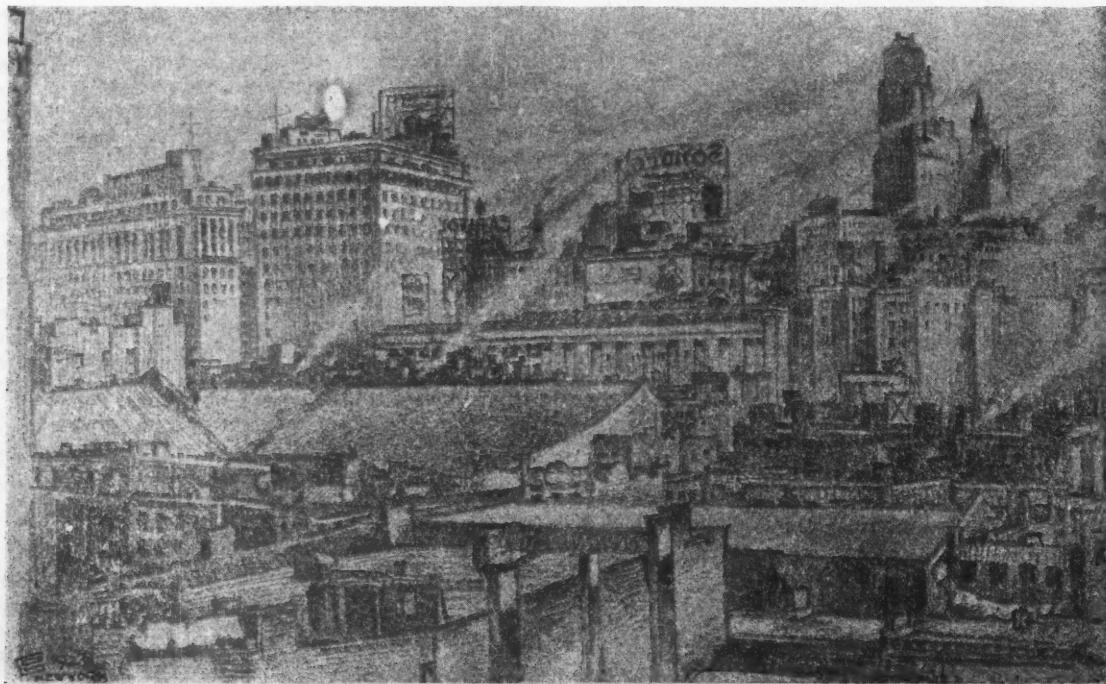
Rarely are those things that are imposed on us by reason of our physical shortcoming deliberately intended to hurt, as in the case of the secretary who thought he was too busy to write, for he was maliciously mean, not only in what he said but the hurtful way in which he said it. I have known very dear friends to interrupt in an unnecessarily severe way to tell me to speak louder because a train was passing on the elevated railway near by, when a little thought, and that is all that is generally lacking, would lead them to point out the source of the noise, and incline an ear over indicating the necessity of speaking louder, but very few have the forththought, and as a result the deaf person must take the rebuke and infer that the rebuker did not intend to be as severe as he seemed.

Nothing here written is set down in a petulant spirit, but is written to show what one man has gone through

with, and most deaf people can recall similar experiences in their own careers, and the narration again shows that it is not deafness, *per se*, that is a burden, but the burden is laid on by hearing people who should not, and that is all there is to it.



Mr. and Mrs. Carmine Pace, of Newark, N. J.



Manhattan, looking south from West 57th Street, after a pencil drawing by George Olsen.

Granville Redmond, Artist

By A. V. BALLIN

GRANVILLE REDMOND, artist, born 1871, educated California Institution for the Deaf, Dumb and Blind, studied art, received hon. mention and Brown gold medal for best study from life at San Francisco Art Association; entered Julien Academy, Paris, and studied under Benjamin Constant and Jean Paul Laurens. Exhibited at Paris Salon, Purchase Exposition, St. Louis; silver medal at Seattle Exposition, the picture being acquired by the government of Washington and hung in the Capitol at Olympia."

The above is copied from "Who's Who in America," regarding artists and sculptors.

Brilliant and comprehensive, though brief, it would serve as a lasting monument of praise to be engraved on a monument. But somehow or other it does not satisfy; it is like a chaste marble statue which inspires admiration and chilliness at the same time. We hunger for life and warmth; we seek the human, living side; and, therefore, I quote a small part of a long article, written for a magazine by a visitor calling on Mr. Redmond on Charlie Chaplin's lot in Hollywood, a studio within a studio, so to speak. It tells more about his work as an artist than his personality. Of the later I shall take care of later on.

**"I found him a striking personality and a sturdily built man with strong humorous face and a shock of thick grey hair. There was something in that first impression that conjured up a mind-picture of a long dead and gone Boheme, something that clings to every true disciple of art whose 'prentice years have been spent in the atmosphere of the Montmartre.

"He was very courteous and at once invited me to enter. His easels occupied one side of the large room. On the opposite side was a settee, in which a little slender man was seated, gazing with a kind of rapt interest at the largest of the canvases.

"My host scribbled something on his 'conversation pad' and made a gesture of introduction:

"Mr. Charles Chaplin."

"Since that altogether unexpected first meeting, I have gleaned from various sources that Mr. Charles Chaplin is about as easy to get at as the Grand Lama or His Holiness the Roman Pontiff. Possibly just because I had come to see another man and was not out to make a newspaper 'scoop,' I quite naturally drifted in where even the American pressman fears to tread. Possibly my ostensible interest in brush and palette reassured Mr. Chaplin on the subject of my comparative harmlessness; possibly also it

is an occasional relief to him to get away from his business of keeping the world amused and be an ordinary human being with interests of his own.

"Anyhow, that afternoon I discovered a Chaplin that the reporters and interviewers have somehow managed to overlook. Not one of them, I will swear, has ever run him to earth in Granville Redmond's studio.

"Mr. Chaplin chatted very pleasantly about every subject but moving pictures, and proved very helpful in interpreting conversation with the deaf and dumb artist without the aid of pad and pencil. We then turned our undivided attention to the pictures I had come to see.

"One of the largest of the three easels stood a big canvas which Chaplin told me had just been completed for his own collection. Beneath a moon-transfigured sky—although no moon is actually visible—a wide expanse of salt marshes stretch out to the silver of a distant horizon. A sluggish inlet from the sea gleams blue in the foreground against the purple earth and the dark green of the coarse grass. Far away, where that silver touch gleams on the horizon, you sense the mystery of the sea. The picture is called 'Low Tide.'

"I could look at it for hours," Chaplin said; "it means so many things."

"He said many things, too, that afternoon, which struck me as wonderfully apt. A professional art critic would possibly have conveyed the same thoughts in different words, and robbed them of all their deep inner meaning by talking the technical jargon that critics delight to affect. Chaplin did not talk of 'high-lights' or 'values,' but went straight to the soul of the picture.

"That sky, for instance," he said, "it's so brilliant, so alive, that stretch of marshland so inert—it makes you think of those hours before dawn when human vitality is at its lowest ebb. And yet you have the feeling that somewhere beyond there's the sea, and that when the tide rises, that bit of earth will awake refreshed for another day."

***"You know," Chaplin mused, "something puzzles me about Redmond's pictures. There's such a wonderful joyousness about them all. Look at the gladness in that sky, the riot of color in those flowers. Sometimes I think that the silence in which he lives has developed in him some sense, some great capacity for happiness in which we others are lacking. He paints solitude as no one else can convey it, and yet, by some strange paradox, his solitude is never loneliness. It's some sort of communion with Nature, I suppose. The serenity of that sky, for instance,



GRANVILLE REDMOND

he continued, pointing to the picture of 'Low Tide,' of which he seemed unable to gaze his fill; 'it seems to hold a kind of promise. It sort of reconciles you to the bleakness of those marshes. And now I want you to see my favorite picture, for it just illustrates what I am trying to say.'

"The subject was very simple, its treatment just as simple, yet of that subtle *raffinement* which is the art of concealing art. A veiled yellow moon, the shadowy outline of a tall tree in the foreground with others looming phantomlike in the crepuscule of soft greens and grays, somewhat reminiscent of the translucent colors of Carot. Solitude with a subdued undercurrent of contentment and ineffable peace. Nothing of loneliness."

"Isn't it beautiful?" Chaplin breathed. "That moonlight—it makes you feel you ought to whisper!"

"I remember reading in one of Schumann's letters: 'It is only the genius who can understand the genius quite.'

The above reveals, at the same time, not only the very high quality of Mr. Redmond's talent as an artist, but also a side of Chaplin's own personality which escaped the notice of average spectators of his fun-making antics across the screen—only to thoughtful, keen ob-



Charlie Chaplin spelling on his fingers to Redmond

servers are discernable, the latent highly artistic, refined soul of this comedian. To my judgment, Chaplin is comparable to Mark Twain in the respect that beneath the surface of humor both are alike in unfathomable philosophy.

The beautiful soul inspiring comments, uttered in choicest phrases and expressions, scholar-like unfold to our gaze that he is something else, in private life, besides a mere fun-maker—therefore his praise of Redmond's talent is praise indeed!

The intimacy between Redmond and Chaplin is thick enough to influence the latter's acting in moving pictures. It is quite apparent. Did you not notice that Chaplin makes many gestures resembling those of a deaf-mute, and never opens his mouth to mimic speaking words—words which cannot be heard or understood; and which, if important, would have to be repeated as sub-titles—a most boresome and wasteful method of explaining anything in motion pictures. It shows that Chaplin fully appreciates that in dumb pantomime every expression must be interpreted by gestures as far as practicable.

In frequent conversations with Mr. Redmond on the subject of motion picture making, in which both of us are deeply interested, he assures me that the gestures must not go beyond the comprehension of the spectators.

The use of gestures will prevail in proportion to its increasing usage by the public. The sign language is being appraised at its true value very slowly but surely. The whole cinema industry is groping blindly and cautiously about it, dimly aware without being clearly conscious of its great import. At present I am writing a lengthy treatise on this subject, and I hope it will interest the whole world when published (if ever!). While progressing with it I often consult Mr. Redmond, for he is now past master in sign making. We seldom meet his equal in this art—for it is an art in itself—still he knows its limitations, and he never exceeds the "natural signs" when he acts in pictures.

It may surprise many, for very few know the fact, that he did, and even now does, act in pictures. He does not take leading parts, though. The time for that has not yet arrived. Not his fault, but because there exists today not one director who makes signs or spells on his fingers fluently enough to guide any deaf-mute.

As you can see, by the first line of this article, where I betrayed the date of his birth, that he is still very young. There is plenty of time ahead for him to accomplish greater wonders, great as his past ones have been; and of the sort to make all of us, deaf-mutes mighty proud of him.

The best suggestion for better mailing week is, don't give them to your husband.

Types of Children of Deaf Parents



A. L. PACH PHOTO.
Catherine Lonergan, daughter of Mr. and Mrs. J. F. Lonergan, New York City

Letters From Our Humorist

By HENRY P. CRUTCHER

Crutch changes his address again. Discourses on the evils of alcohol. Tells of his romantic adventures at Coney with two young ladies he met at the Brooklyn Frat picnic at Ulmer's Park



EAR POP:

Enclosed find a pale blue U. S. of A. P. O. money-order made out to the SILENT WORKER for the tremendous sum of two dollars. I am not sending this as an endowment fund for the school, but to pay in advance for my subscription to the S. W. from October, 1925, Annie Dommeeni to July, 1926, inclusive, Annie Dommeeni also.

After you have recovered sufficiently from the shock to your equilibrium — whatever an equilibrium is — of receiving this fabulous sum from me, will you personally see that that there cute little blonde stenographer-secretary-proofreader-etc. of yours gets my address right this time?

My name is the same as usual but street address is about six or seven city blocks different. Instead of 313 Clinton St. as it used to was, it is now "224 St. James Pl." Get that "Place"? Not St. James St., or St. James Ave., or St. James Ct., but St. James Place.

A lot of folks don't know why some city throughfares are called Sts., some Avenues, some Courts some Booleyyards and etc., so I will explain it here in the simplest terms (simple is right) for their benefit. Well, a street runs this way and an avenue runs that way and a booleyyard runs the other. Courts are aristocratic alleys and "alleys—or should it be allies?—are very narrow streets, usually one block long, filled with ash-cans, empty whiskey bottles and stray cats. A Place is a long court or a short street, usually from four to ten blocks long, lined with spacious residences and apartments occupied by the *creme de la creme* of society. As its name would imply, St. James Place is occupied exclusively by citizens of a saintly character. It gets its name from the St. James Cathedral that faces its eastern termination on Lafayette St., like the Trinity Church on Broadway faces Wall St. At the other end it is shamefully faced by a shabby cafe on Fulton St. known as "Jim's Lobster Palace," which, I am told, is in reality a saloon. I am also told that, providing one is properly introduced to the bar-keep by a friend in the know, it is possible to get drinks containing more, much more than one-half of one per cent., for the nominal sum of twenty-fi' cents. I am further informed that these drinks of illicit liquor and served over a mahogany bar with brass foot-railings and cuspids *a la* pre-prohibition days. I was simply horrified to learn that such a sinful den of iniquity existed almost in the midst of our saintly little community—and me not knowing nothing about it sooner. It's an outrage. I think that such a place should be allowed to flourish in open violation of the law and something should be done about it! And I'm going to do something about it soon as I get a quarter.

As I stated before, the cathedral faces the eastern end of this Place and Jim's Lobster Palace faces the western extremity. All the young men in this Place seem to be heeding Horace Greely's sage advice: "Go West, young man, go West." And some of the older men as well.

It's scandalous, that's what it is, and on Sunday mornings it's disgraceful! Why, I can hardly make my way to the cathedral on account of being bumped into and run over by the young men hurrying hell-bent for the West!

I think the name of this place should be changed from St. James to simply Jim's Place. Don't you?

I have not much news to tell you concerning the deaf of the city, for the reason that I have not been running around much for several months. I have only attended one affair for the deaf since July, and that was the picnic and dawnce given by the Brooklyn Frat Division No. 23 at Ulmers Park last month and I didn't get to that until about four o'clock (in afternoon, of course). There were about 1000 souls and 10,000 fingers on hand and a baseball game in progress between the N. Y. C. and Joisy boys when I arrived. Will state in passing that the Jersey boys won, tho I don't know what the score was and it's pretty safe to say that nobody else knew either, except the players themselves. The grandstand was filled to overflowing, all right, with spectators, but they didn't seem to be spectating the game. Such a confused blur of fingers you never did see. With the sunlight glinting on the thousands of manicured fingernails in animated action there was presented a pyrotechnical display not unlike to that of an immense collection of scintillating pin-wheels all whirling merrily around.

I noticed Marse Alexander Pach debonairly seated in the sixth row in the midst of a bevy of ladies. In fact, about every time I noticed Mr. Pach anywhere he is surrounded by the ladies. I wonder where he gets all his pickoortaking and writing for the deaf press.

I also had a chat with a youngster by the name of Edwin A. Hodgson. This young man is a rising young journalist who edits a social paper for the deaf and bids fair to become quite a figure in deaf circles in a short while. The advertising space in his paper is much in demand and to secure it the space should be applied for several years in advance. At least that is the conclusion at which one would arrive after perusing the ads therein. For example, in looking over the current issue I see that about the nearest advertised events are a Bal Masque to be given by the Manhattan Frat Division No. 87, on November 2, and a Monster Athletic Meet and Dance by the Brooklyn Division No. 23, on November 28 of this year. After these come the Charity Ball by the Hebrew Association for the Deaf in January next year, and a month later the Jersey City boys will give their blowout across the river on February 27, 1926. Next week's issue of this enterprising, forelock-time-taking paper will doubtlessly have space reserved for functions in 1927, and along about November it will probably begin advertising the 1928, '29 and '30 events. If a subscriber to this paper arrives late to any of these advertised affairs it certainly takes him, or her, a long time to get ready. Unless detained by a her, hims usually arrive early, tho, and leave late.

Another gentleman I had the pleasure of meeting was Mr. Gilbert C. Braddock. Mr. Braddock by rights should live over here on St. James Place for he is now a full-fledged Episcopalian minister. Those old Akronites that knew "Brad" when he was turning out 30x3s by the thousands for old man Harvey Firestone back in the war days will be a little incredulous when they read this, but it's true, boys, Brad's a sure-nuff dominie, so help me!

After the bal game they had the races. One race was won by a short fellow with hairy legs, one by a long fellow with a hairy chest and one by a man with a hairless head.

Then everybody had supper consisting of hot-dogs and near beer and gossip until time for the dawnce.

The dawnce began about eight (P.M. of course) and lasted till long after midnight. The Charleston, or Choyleston, as it is orally spoken in N. Y. C., seemed to be the popular dawnce with the sheiks and sheikesses.

To dance the Charleston is just like trying to make signs with your feet. Several of the couples were not only extremely proficient at this but had graduated into the Pony Strut Class, and they sure could strut. One little child about 25 years old gave a most entertaining exhibition over in one corner of how the latest steps from Honolulu should be Hulu-lulu and she was charming.

Well, the dance busted up early the next A. M. and me and a boy named Benny found ourselves in some unaccountable manner standing on the platform of the 25th Ave. L station in company with two charming and vivacious young deaf ladies waiting for the next down town train to carry us to Coney Island. It came, we got in, and eventually landed at Coney. The girls were hungry, they said, so we all got some hot dogs, the girls taking two each, with plenty of mustard.

Then we went to a show and saw a man with four heads and one leg, or four legs and one head, I forget which. When we came out we got some soft ice cream. Then we rode on the Scrambler and got some orangeade. Then we rode on the Red Devil and got some peanuts. Then we rode on the thunderbolt and got some more soft ice cream. Then we went to several other shows and rode on a number of other things and after each show or ride the girls would head for some refreshment stand for something to chew on or drink. Me and Benny were so full of this heterogeneous conglomeration of Coney Island foodstuffs that we felt ready to bust, but the girls seemed to have tanks like locomotives. Well, about 4:30 A. M. the crowd had diminished until there were scarcely more than 100,000 left and many of the amusement places were closing up for the day, we decided it was about time to start for home while we had subway fare left, and suggested this idea to the girls. And what do you think the dear little New Amsterdam darlings said? Why, "Let's go in Childs and get something to eat first; we're famished!" And here they rubbed their right "C" hand sideways with their thumbs and finger-tips touching their respective stummicks, while they stroked their hollow cheeks with the thumbs and second fingers of their left hands, at the time assuming the famished, woe-be-gone expression of the starved children of the East Side slums as shown by the movies. (Personally, I have yet to see any children in the East Side that look starved. On the contrary, most of their faces are covered with evidence of overindulgence in varied nourishments, such as egg stains, fruit juices, gravy and etc. What the E. S. children need is soap not food.)

But, as I was saying, the girls looked so pitifully starved that Benny bust right out into tears and set down on the sidewalk and pulled the shoe off his right hind foot and extracted from his sock a \$5 bill which he

always kept there for emergencies. Then he pulled on his shoe and we took 'em in Childs' and filled 'em up, but it took \$4.90 to do it, with me and Benny only taking ham sandwiches. That left 10cts. for carfare home. So we had to borrow a dime from the girls to take 'em home. This made the girls sore as they were counting on returning in a taxi. They said we wasn't no gentlemens nohow. They said we were a bunch of cheap boloneys to borrow money from ladies. And when we finally got 'em to their home they wouldn't even kiss us good-by. And when we asked 'em for a date they said: No, it was out of the question as they were keeping company with "nice" fellows. And the milk-man came along just then on his morning rounds and they flirted scandalously with him. So me and Benny went our way dejectedly roomward.

And that was the end of our little romance begun at Ulmers.

And, I betcha, the next time I help take any more New Amsterdam (accent on last syllable) gals out to Coney, or anywhere else, I'm gonna find out first if they've had anything to eat since last Choosday—and I don't mean maybe!

Well, Pop, this is about all for this time except to say that I am well and thriving and hope you are the same, so I guess I'll ring off 'till next month.

Give my regards to all the girls in town and disregards to the boys.

Sincerely,
CRUTCH.

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THE DEAF WORLD

Compiled by Miss Emily Sterck

OLD TIME LINOTYPE STILL PRODUCING GOOD RESULTS

Accompanying a copy of the latest annual directors' report of the Pennsylvania Institution for the Deaf—a neat volume—come these statements from Arthur J. Godwin, printing instructor at the institution:

"Our old Linotype—bought in 1897—is still giving good service, working every school day. Our only operators are deaf boys from sixteen to twenty years old. The single letter 8 Point Old Style is the font that came with the machine, but of course we have bought sorts occasionally. We put the two letter attachment on some years ago, and added a font of 10 Point Old Style, two letter. The annual report shows the condition of both fonts."—*Linotype Bulletin*.

NO MORE DEAF-MUTES

The total abolition of deaf-mutism is a goal set before preventive medicine by Paul Becquerel, writing in *Les Nouvelles Littéraires, Artistiques et Scientifiques* (Paris). He believes that it may be reached, not by teaching deaf-mutes to talk, as we are already doing with so large a measure of success, but striking more deeply at the root of the trouble by ascertaining and combatting its ultimate causes. How this is being done, he explains to us. Writes Mr. Becquerel:

"Deaf-mutes are extremely common. In France alone there are 35,000 cases. In the United States, Graham Bell, who invented the telephone in the hope of enabling his deaf-mute wife to hear, estimated their number at more than 90,000. In general, there is one deaf-mute for 1,000 persons, and consequently more than a million now living.

"And in this estimate we do not include temporary deaf-mutes, the mentally insufficient and the thyroidians, whose organs of hearing are intact. The real deaf-mute is not diseased, as is too commonly imagined, nor is he mentally weak. He is a normal person whose mental faculties are as well developed as ours. He is dumb because he can not hear; he does not know how to use his organs of speech nor to imitate the vocal sounds of those who speak to him.

"Now, noting these facts, numerous observers, since remote antiquity, using various artifices, have succeeded in making deaf-mutes talk. But it was not until the eighteenth century that a general method of instruction, both rational and effective, was devised.

"According to this method, by reading the formation of words on the lips, it is possible to "hear with the eyes" and, with practise, to imitate these formations and so pronounce words. To-day the oral method of 'demutism' is wonderfully perfected. Throughout the world 4,000 instructors are teaching it to more than 35,000 deaf-mute pupils.

"To this method has now been added that of cinematographic projection discovered by Marey. The first chronophotograph of speech was taken in 1891 by Marichelle. The cinema has thus become one of the most valuable aids in instruction. Thanks to it, geography, history, the natural sciences, and knowledge in general are acquired with astonishing facility.

"Finally, to complete their education and give them the means of earning a living, deaf-mutes are taught a manual trade or a liberal profession, according to their aptitudes. Afterwards, societies for placement and mutual aid—alas! too few and too poor! assure them work and protect them against the increasing difficulties of existence.

"But all this admirable progress in making happier the lives of these unfortunates is not enough. Science demands more. To eradicate this evil, it must be attacked at its root. Now, what is it that causes deaf-mutism? We know today that it is due to lesions, produced at birth or in early infancy which have their seat in the ear near the labyrinths and acoustic passages. What are their causes? According to an investigation made by M. de Parrel of the most carefully recorded cases, we find that two-thirds are due to microbial diseases that attack the new-born infant. Hereditary syphilis is responsible for 25 per cent., cerebrospinal meningitis for 20 per cent., otitis and pharyngitis of the nursing child for 12 per cent., after effects of scarlatina, typhoid, rosela and grippre for 11 per cent.

"The remaining third is due to various causes, of which consanguinity and familial deafness account for 15 per cent., and injuries, tumors and indeterminate accidents, often of syphilitic origin, for 17 per cent.

"These statistics are extremely interesting, for they indicate the methods to be followed in removing these causes.

"Already we have most effective weapons against syphilis, which is responsible for one-third of the cases. Not only can we detect it easily in the expectant mother and in new-born infants by serum diagnosis, which is becoming more and more exact, but we can cure it rapidly with intravenous arsenical injections.

"As for meningitis and other infectious diseases, it will be easy to limit their spread, and even to suppress them, if we apply antiseptic methods to them at the outset. There remain, then, the cases of hereditary deaf-mutism due to inheritance, consanguinity and familial deafness. To eliminate these, as Parrel tells us, social measures are necessary—that is, to regulate the marriage of syphilitics, near relatives, and the descendants of families in which deafness is common.

"In the light of these facts, we may then foresee our racial future with confidence. The methodical organization of hygiene and of social prophylaxis being perfected, cases of deaf-mutism will become rarer, and science will some day, let us hope, finally conquer this evil that she has already so greatly alleviated."—*Literary Digest*.

THE ACHIEVEMENT OF THE DEAF-BLIND

Centuries ago, the people of Europe, even the highly civilized Greeks and Romans, were indifferent to the needs of the blind, often treated them with cruelty or left them on the streets to beg.

When Christianity advanced in the Old World, people's attitude toward the blind changed. At first the Church took them and provided for their material needs. From the fourth to eleventh centuries hospitals were founded in Cappadocia, Syria, Jerusalem and France. Most of these hospitals, it is said, were established by William the Conqueror in expiation of his sins.

In 1250 an institution was established in Paris for the benefit of the Crusaders who had lost their sight in the war and also for other men and women who were blind. In the fourteenth century similar hospitals were opened in other cities of Europe.

At this time no one knew how to teach the blind, although many had tried, but in the sixteenth century the light of knowledge began to dawn for them. Then methods for their instruction were devised, but they were not attended with practical results and it was not until 1784, when Valentin Haüy commenced his labors, that any institution, especially intended for their education, was successfully attempted. Haüy's first pupil was a young, blind beggar named Leseur, whom he taught to distinguish raised letters. In a few weeks he exhibited him before the members of the "Societe Philanthropique," who were enthusiastic in their admiration, and after this the first school for the blind was established.

Interest in their education spread throughout Europe, and many countries began to follow the example of France. The second institution for the blind was founded in Liverpool in 1791, and in 1793 similar asylums were established in Edinburgh and Bristol.

The first school for the blind in the United States was opened in Boston in 1832. It is now called the Perkins Institute, and it has always aimed to give those deprived of sight an education which should fit them for any position in life possible for them to take.

Soon after the establishment of the Perkins Institute, New York and Philadelphia founded schools of their own. The success of these institutions awakened an interest all over the country, and now almost every state has its own school for the blind.

The education of the deaf-blind presents an entirely different problem from that of the blind. The methods used in teaching the deaf-blind are almost exactly the same as those used in teaching the deaf. The only difference is in the application—the deaf see, the deaf-blind feel.

Laura Bridgman was the first deaf-blind person to be successfully taught. The first step in her education was to teach her the names of objects. For this purpose an object with which she was familiar, such as a fork or spoon, was put into her hand, and with it its name in raised letters. This was repeated many times and with different objects, till she had learned that the word bore some relation was between the word and the object. This was accomplished by showing her separate letters, in relief, so arranged as to form the same of an object which she knew. When she had recognized the word, her teacher disarranged the letters and taught her how to construct the word herself. She soon learned a considerable number of words.

Next she was taught the manual alphabet. This mastered, her teacher presented her with an object with which she was not familiar. He then spelled the name into her hand until she realized that it was the name of the object, when she spelled it. This course of education continued for some time until at last she was able to take up some of the higher studies. There were many difficulties connected with each step, but patient determination overcame them all.

The most noted deaf-blind person of to-day is Miss Helen Keller. She is known the world over and people marvel at the extent of her accomplishments. Her education has been carried on by means of the manual alphabet, Braille writing, lip reading and speech. Her example has encouraged many other deaf-blind persons who otherwise would have been disheartened.

It may give you a good idea of how the deaf-blind are educated if I briefly sketch my own experience. I became deaf at the age of four and blind at fourteen. When blindness first came to me, I did not know what to do with myself, but I wished to continue my education, and as I had been to Mount Airy as a deaf pupil, I returned here the same year that I lost my sight.

With a special teacher I set to work at once. First she taught me to recognize the letters of the manual alphabet as they were spelled into the palm of my hand. When I succeeded in doing this, I could understand what was spelled to me, but

still I could not read. Therefore the next step was to teach me Braille, which is a system of embossed writing formed by the use of all the possible combinations of six dots arranged in a group or cell. This was taught me by means of a peg board full of holes, six holes to a cell, and I learned to form the letters of the alphabet with pegs thrust in these holes. This practice helped to develop my sense of touch. When I could distinguish the letters as they appeared on the board, I was ready to try Braille writing. This was rather difficult as the dots are very small, but at last, by patient perseverance, I mastered it. At first I could read only short sentences, fully written, but later on, I also learned the contractions and was able to read any book in Braille.

Then I was taught to operate a typewriter by touch, and after that my education was taken up just where I had left off when I became blind. I studied history, geography, physiology and other subjects. At first it was hard for me to get used to this new method of instruction, but I had determined to sink or swim—I swam!

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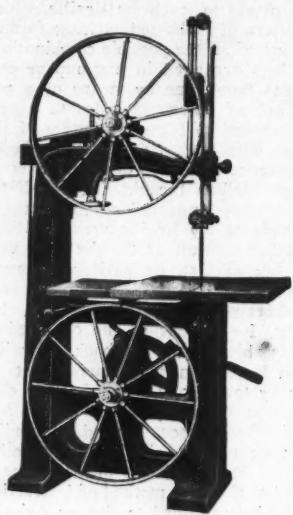
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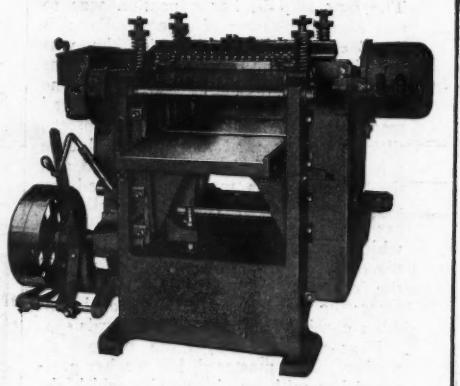
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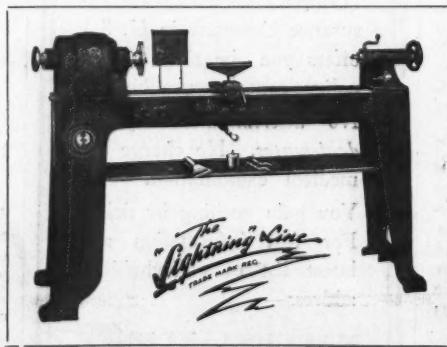
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